

DOCUMENT RESUME

ED 159 490

CE 018 200

TITLE Arizona Traffic Safety Education, K-3. Pedestrian Safety, Grade 3.
 INSTITUTION Mesa Public Schools, Ariz.
 SPONS AGENCY Arizona State Dept. of Education, Phoenix.
 PUB DATE 77
 NOTE 179p.; For related documents see CE 018 050-054 and CE 018 192-199

EDRS PRICE MF-\$0.83 HC-\$10.03 Plus Postage.
 DESCRIPTORS Accident Prevention; Clothing; Conduct; Curriculum Guides; Driveways; Emergency Programs; Evaluation Methods; Grade 3; Learning Activities; Learning Modules; *Pedestrian Traffic; Performance Based Education; Primary Education; Resource Materials; *Safety Education; Skill Development; State Legislation; Traffic Accidents; Traffic Control; Traffic Regulations; *Traffic Safety; Traffic Signs
 IDENTIFIERS Arizona; Kidnapping Potential

ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains nine lessons on pedestrian safety for use in grade 3. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and the pedestrian environment; instructions for using this program, explaining evaluation methods; and Arizona law governing pedestrians. The lessons cover the following subjects: the safest route between home and school; traffic signs, signals, and symbols; traffic laws and rules; traffic hazards for pedestrians; special situations such as driveways, shopping centers, bad weather, and different times of day; crossing guards; manners; emergency situations; and the danger of strangers. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include coloring and drawing, learning poems and songs, class discussions, and simulations of pedestrian situations. (ELG)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ARIZONA TRAFFIC SAFETY EDUCATION

ED159490



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Arizona Dept. of
Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

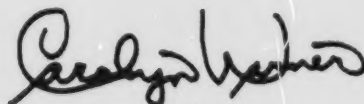
PEDESTRIAN SAFETY

CE 018 200

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

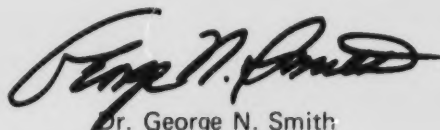
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

PEDESTRIAN SAFETY – THIRD GRADE

CONTENT

Introduction	i
Using This Program	iii
Laws Governing Pedestrians	vi

Lessons

Use the Safest Route to School	1
Traffic Signals, Signs, and Symbols	2
Pedestrian Traffic Laws Are Made by People for People	3
Traffic Hazards for Pedestrians	4
Special Conditions	5
Obey Crossing Guards	6
Be Courteous to Others	7
Refuse to Go with Strangers	8
Emergency! What Do We Do?	9

INTRODUCTION

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.
2. Highway users must learn to communicate with others. Some forms of communication are as follows:
 - a. Eye-to-eye contact. *Example:* The student should learn to look at the car driver, not just the car.
 - b. Learn the signs and signals that will provide information as to what the other person is going to do.
 - c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*
3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.
4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.
 - a. A large adult is easier to see than a small child.
 - b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

5. The highway user may be experiencing problems, such as:

Poor eyesight

Under the influence of alcohol or drugs

Low angle of the sun, a.m. or p.m.

Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

Under no circumstance should we assume the Right of Way until the other highway user yields it.

The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. Sidewalks are constructed primarily for pedestrians, and streets, highways, and related facilities were established primarily for vehicles. This is done to establish a smooth flow of traffic and create a safety margin or separation between pedestrian traffic and vehicle traffic. Therefore, *when the pedestrian moves from the sidewalk into the street or highway environment, he is moving into a highly hostile and hazardous environment which puts the responsibility on the pedestrian to mix safely with traffic.*

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the childrens' survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	⊙												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

[illegible]

LAWS GOVERNING PEDESTRIANS

STATE OF ARIZONA

ARIZONA REVISED STATUTES

28-791. Pedestrians subject to traffic regulations

- A. Pedestrians shall be subject to traffic-control signals at intersection as provided in 28-645 unless required by local ordinance to comply strictly with such signals, but at all other places pedestrians shall be accorded the privilege and shall be subject to the restrictions stated in this article.
- B. Local authorities are empowered by ordinance to require that pedestrians shall strictly comply with the directions of any official traffic-control signal and may by ordinance prohibit pedestrians from crossing any roadway in a business district or any designated highways except in a crosswalk.

28-792. Pedestrians' right of way in crosswalks

- A. When traffic-control signals are not in place or not in operation the driver of a vehicle shall yield the right of way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway upon which the vehicle is traveling, or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible for the driver to yield. This provision shall not apply under the conditions stated in subsection B of 28-793.
- B. When any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass the stopped vehicle.

28-793. Crossing at other than crosswalks

- A. Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right of way to all vehicles upon the roadway.
- B. Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.
- C. Between adjacent intersections at which traffic-control signals are in operation pedestrians shall not cross at any place except in a marked crosswalk.

28-794. Drivers to exercise due care

Notwithstanding the provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give

warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any confused or incapacitated person upon a roadway.

28-795. Pedestrians to use right half of crosswalk

Pedestrians shall move expeditiously, when practicable, upon the right half of crosswalks.

28-796. Pedestrians on roadways

- A. Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon an adjacent roadway.
- B. Where sidewalks are not provided any pedestrian walking along and upon a highway shall when practicable walk only on the left side of the roadway or its shoulder facing traffic which may approach from the opposite direction.
- C. No person shall stand in a roadway for the purpose of soliciting a ride from the driver of any vehicle.

28-797. School crossings

- A. The director, with respect to state highways, and the officer, board or commission of appropriate jurisdiction, with respect to county highways or city or town streets, by and with the advice of the school board or superintendent of schools, are empowered to mark or cause to be marked by the department or local authorities crosswalks in front of each school building or school grounds abutting thereon where children shall be required to cross the highway or street.
- B. Additional crossings across highways not abutting on school grounds may be approved by the department, or local authorities, upon application of school authorities, with written satisfactory assurance given the department or local authorities that guards will be maintained by the school district at the crossing to enforce the proper use of the crossing by the school children.
- C. The sign manual shall provide for yellow marking of the school crossing, yellow marking of the center line of the roadway and the erection of portable signs indicating that vehicles must stop when persons are in the crossing. The manual shall also provide the type and wording of portable signs indicating that school is in session, and permanent signs providing warning of approach to school crossings.
- D. When such crossings are established school authorities shall place within the highway the portable signs indicating that school is in session, placed not to exceed three hundred feet each side of the school crossings, and "Stop When Children In Crosswalk" signs at school crossings. School authorities shall maintain these signs when school is in session and shall cause them to be removed immediately thereafter.
- E. No vehicle shall proceed at a speed to exceed fifteen miles per hour when approaching the crosswalk and while between the portable signs placed on the highway indicating "School In Session" and "Stop When Children In Crosswalk."

- F. When the clause "School in Session" is used in this section, either referring to the period of time or to signs, it means during school hours or while children are going to or leaving school during opening or closing hours.
- G. When the school authorities place and maintain the required portable "School In Session" signs and "Stop When Children In Crosswalk" signs, all vehicles shall come to a complete stop at the school crossing when the crosswalk is occupied by any person.
- H. Notwithstanding any other provision of law to the contrary, a school crossing may be established on an unpaved highway or street adjacent to a school when the agency of appropriate jurisdiction determines the need for such school crossing on the basis of a traffic study. School crossings on unpaved highways and streets shall be marked by the use of signs as prescribed in the manual on uniform traffic control devices.

PEDESTRIAN SAFETY – THIRD GRADE

LESSON ONE

"USE THE SAFEST ROUTE TO SCHOOL"

OBJECTIVE ONE

The student and parents will select the safest route between home and school, and the student will use this route.

KEY POINTS

1. Students need to walk the safest, most direct route from home to school and back.
2. In choosing the safest, most direct route, the following must be considered:
 - a. Avoid crossing busy streets and unguarded intersections.
 - b. Cross streets only at corners.
 - c. Cross at supervised crossing areas, and obey crossing guards, policemen, and safety patrols.
 - d. Cross where there are traffic controls, such as marked crosswalks, traffic lights, signs.
 - e. Use sidewalks. Stay off roadways.
3. Children must learn to take responsibility for their own safety.

If judged to be necessary, the teacher should review the following points:

- a. Walk, don't run, across streets. Be sure you have plenty of time to cross before more traffic comes.
- b. Obey traffic controls—crossing guards, signals, signs, etc.
- c. Look in all directions before crossing streets. Go only when it is clear and safe.
- d. Watch for cars turning around the corner and into driveways.

*This lesson is designed for review of safety principles and safety hazards on the way to school.

- e. Watch for cars backing out of driveways and alleyways.
- f. Never step into the street from between parked cars. (Explain why: too short to be seen, drivers don't expect you, it's against the law.)

MATERIALS NEEDED

Butcher paper, pencils, and felt tip pens for making a map. (Or borrow a map of the school area from the office.) (Activity 3)

Enough copies of the information sheet "Going To and From School," and the return form for each student's parents. (Activity 3)

The story and picture accompanying this lesson. (Activity 5)

Additional Resource Materials

"Safest Route to School" — Teacher's Guide, No. 3213, student pamphlet No. 3201, and "The Safest Way," a 15-minute film.

All available from:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-254-7751

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Take students for a walk around the school area and ask them to identify the following:
 - a. the names of streets, buildings, and other landmarks they can use as reference points when walking to and from school.
 - b. the location of traffic controls (traffic signals, WALK-DON'T WALK lights, crossing guards, policemen).
 - c. any hazardous conditions or traffic conditions around the school area.

Repeat this activity later.

2. Have several class members draw a map of the school area on butcher paper. (Or borrow a map from the school office). Have students note the locations of the following:

Safety Aids

- a. painted crosswalks
- b. crossing guards or safety patrol
- c. signs: school, stop, warning
- d. traffic signals and walk/don't walk lights

Special Dangers

- a. streets with heavy traffic
- b. unguarded crossing
- c. no sidewalks
- d. railroad tracks, construction sites, etc.
- e. construction and road repair

Discuss how students deal with the special dangers when they cannot be avoided.

Discuss how the safety aids help a student get to school safely.

3. Give each student a copy of the information sheet "Going To and From School" and the attached form to take home for parents to read.

Encourage students to discuss with their parents the traffic controls and special dangers along the route they chose with their parents.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have students copy the fact sheet below from the board, or give each child a copy you have typed. (You may also want to use the map from Activity 2 as an aid for this activity.) Have students write numbers in the first five blanks and the correct word in the sixth blank.

I cross _____ intersections on my way to school.

_____ of the intersections have traffic signals.

_____ intersections have crosswalk signs.

_____ intersections have crossing guards or school patrols.

_____ intersections have no patrols or signals at all.

The intersections without any signals are the _____ to cross.
(easiest, hardest)

Have the students collect these sheets and redistribute them. Have several students read the fact sheet they now have and judge the safety of the particular route. They should support their judgments with reasons.

Why is/isn't this a good route? Are there any traffic lights, patrols, signs?

By judging the safety of other students' routes, perhaps students will identify the relative safety of their own route to school.

5. Read the story "The Safest Route to School" and ask the Decision Time Questions.
6. Teach children the song "This is the Way We Walk to School." Students may make up new verses, if desired.

This is the Way We Walk to School
(Tune: Here We Go 'Round the Mulberry Bush)

*This is the way we walk to school, walk to school, walk to school,
This is the way we walk to school, early in the morning.*
(Walking motions)

*This is the way we stop and look, look for cars, stop and look,
This is the way we stop and look, early in the morning.*
(Look both ways)

*This is the way we cross the street, in the crosswalk, in the crosswalk,
This is the way we cross the street, early in the morning.*
(Walking motions)

*We obey the crossing guard, crossing guard, crossing guard,
We obey the crossing guard, when she says "wait" in the morning.*
(Teacher signals "stop")

*This is the way we walk each day, to our school, and back again,
This is the way we walk each day, we know the safest way.*
(Walking motions)

SUMMARY

Remind students that getting to and from school safely is their responsibility. They can help themselves and others by following the safest, most direct route, and being extra careful in hazardous places.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the form to be returned within the following five days. This form should be sent home with the information sheet "Going To and From School." When 80 percent or more of the parents have returned the form with both "yes" answers, the lesson objective has been reached.

GOING TO AND FROM SCHOOL

Dear Parent,

Please note - If you have done this activity in previous years with your child, please check the route again to be sure there have been no changes because of new construction and traffic variations that you and your child may not be aware of.

Please help your child to select and use the Safest route to and from school (or the bus stop). This will help him/her develop safe pedestrian habits and become aware of potential dangers. Due to traffic congestion, construction sites, or other existing hazards, the safest route may not always be the shortest route.

The greatest number of traffic accidents involving children 14 and under occur in the morning and afternoon when children are on their way to school and returning home. Therefore, children must be taught to take the responsibility for their own safety, and that other people will not always take care of them and watch out for their safety.

Please walk the safest route with your child at least three times at the beginning of the school year. Here are some safety points you can discuss with your child to help him/her understand safe practices for walking to and from school (or the bus stop).

"THE SAFEST ROUTE TO SCHOOL"

1. Choose the route with the fewest busy streets to cross.
2. Go directly to and from school---don't stop and play along the way in or near the streets or sidewalks.
3. Cross only at corners and obey crossing guards, or parents. (Remember, you are on your own at unguarded corners.)
4. Look all ways before crossing streets.
5. Obey traffic signals, and be sure other people are going to obey them before you step out into the street.
6. Walk, don't run across streets.
Allow yourself plenty of time.
7. Watch for turning cars.
Make sure car drivers see you. (eye-to-eye contact.)
8. Never step into the street from between parked cars.
9. Face traffic when you must walk along roads without sidewalks. Walk off the roadway.
10. Be extra careful on rainy days.
11. Always walk on the sidewalk when there is one.

Signature of Teacher

Dear Parent,

Please make a simple sketch of the route from home to school you and your child have chosen. Show the location of traffic control devices that may help your child and any special hazardous conditions.

When you have gone over the route with your child as suggested, fill out the form below and send it to school with your child.

Thank you.

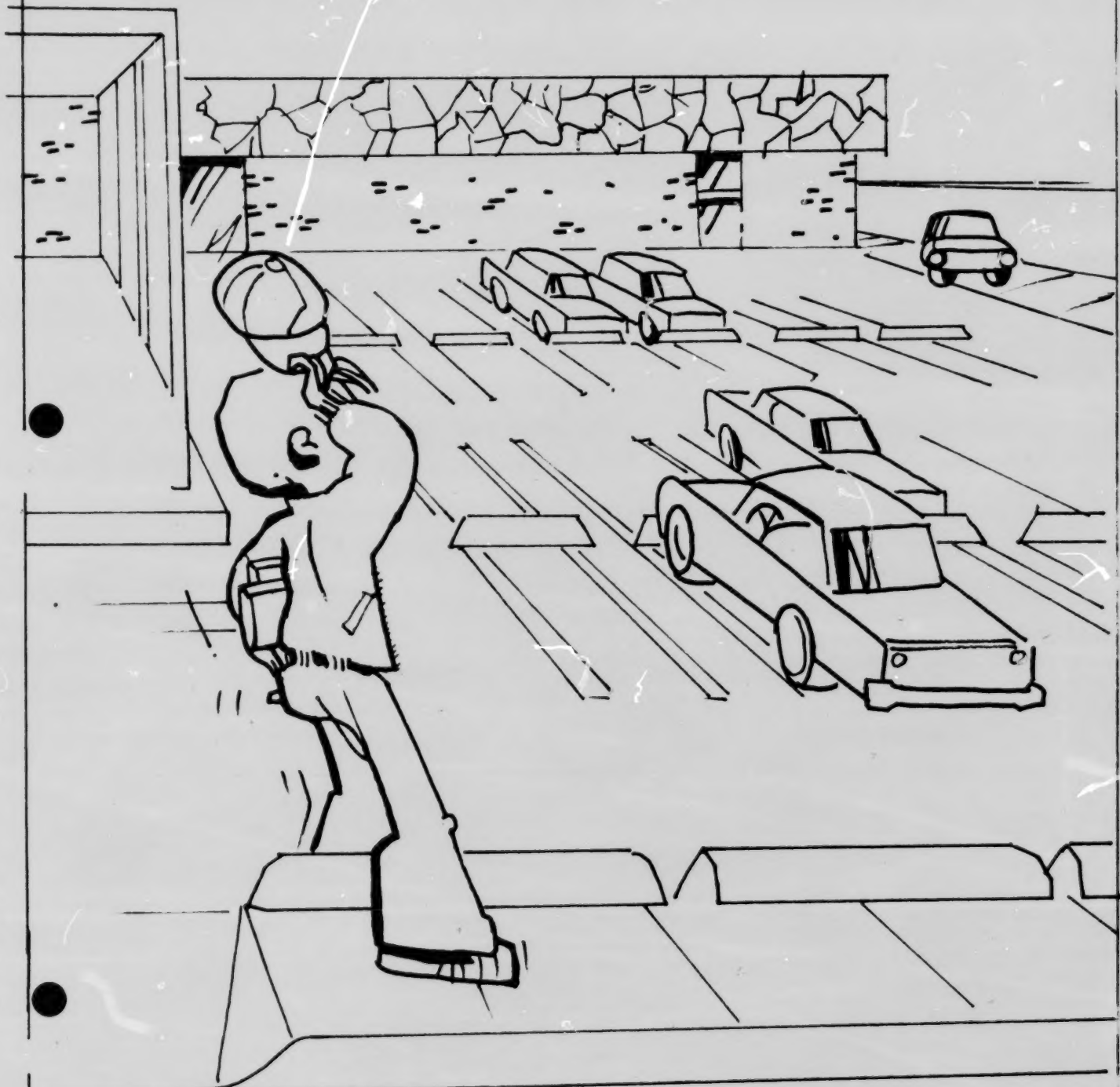
(Teacher)

Circle the Appropriate Answer and Return

- | | |
|---|-----------|
| 1. My child and I have chosen a safe route to school. | YES
NO |
| 2. I have walked this route with my child. | YES
NO |

Signed _____

THE SAFEST ROUTE TO SCHOOL



THE SAFEST ROUTE TO SCHOOL

Jimmy woke up late this morning. He had washed up and brushed his teeth when all of a sudden he realized he might be late for school. The bell would ring in 10 minutes. And it usually took 15 minutes to get to school. He grabbed his coat and books and dashed out the door.

There was very little traffic on the first couple of streets Jimmy had to cross. He looked all ways and crossed quickly at the corners when it was clear. He had learned the safety rule, "Always use the same route to and from school." Soon he would be near Center Street, which is always busy. His mother had walked to school with him several times and had told him to be sure to cross at the corner with the traffic light since Center Street was always busy and hard to cross. But now Jimmy was in a hurry because he was determined to make it to school on time.

"I could make it faster if I cut across the shopping center parking lot and didn't go the way I usually do." He started to cut across the parking lot, then stopped. He knew parking lots could be dangerous and that Center Street was a very busy street and hard to cross. Should Jimmy take a short cut?

IT'S DECISION TIME

1. Should Jimmy take a short cut? Why? Why not?
(What dangers are there?)
2. What would you do if you were Jimmy?
3. Would you have done anything differently? What? Why?
4. It is important to use the best route to school. It is also important to get to school on time.
Which rule was more important when Jimmy realized he had only 10 minutes to get to school? Why? Discuss.
5. How could Jimmy have planned his morning differently so that he wouldn't have to break any safety rules?

PEDESTRIAN SAFETY – THIRD GRADE

LESSON TWO

"TRAFFIC SIGNALS, SIGNS, AND SYMBOLS"*

OBJECTIVE TWO

Given pictures of traffic control devices and a list of related words and phrases, the student will match meaning, action, and color related to each control device picture.

KEY POINTS

1. The shape of the traffic sign has a special meaning.
 - a. Eight-sided signs mean *STOP*.
 - b. Diamond shaped signs warn of hazards.
 - c. Rectangular signs *regulate* such as speed limit, or *guide*, such as Bike Route.
 - d. A triangle on its tip always means *yield*.
 - e. Round signs warn of *railroad* tracks and crossings.
 - f. Five-sided signs mean *school* ahead or school crossing.
2. Colors of traffic signs and signals have special meanings.
 - a. RED means STOP, NO, YIELD.
 - b. YELLOW means WARNING, CAUTION, SLOW.
 - c. WHITE and BLACK means RULES, REGULATION.
 - d. GREEN means LOOK, and GO when other traffic obeys their signs.
 - e. ORANGE means CONSTRUCTION WARNING.

*This lesson is designed as a review of knowledge and skills already learned, and when used as review will take approximately 50 minutes. If material is new to your students, plan to review sign shapes and colors over several days.

- f. BLUE means SERVICE.
- g. BROWN means RECREATION.

NOTE: These are the colors of the new international signs. Therefore, some older signs have different colors than these, usually yellow for "yield," white for "wrong way," etc. Explain to students that all countries will eventually have signs of the same shape, color, and meaning.

- 3. *WALK-DON'T WALK* lights help pedestrians cross busy streets. *WALK* means LOOK ALL WAYS for traffic, then GO, IF CLEAR. Some traffic signals and *WALK-DON'T WALK* lights have a button you can push so that the lights will turn green for you to cross the street.
- 4. A traffic signal or sign does not stop traffic by itself. Pedestrians and *drivers* must see and obey the signals and signs.

NOTE: It is essential that students realize that the GREEN or WALK signal means that they should walk ONLY if traffic has stopped and it is safe to do so. Drivers don't always stop. Turning vehicles sometimes continue through the intersection after the light changes to green.

MATERIALS NEEDED

The blank sign patterns and color examples accompanying this lesson, poster or AAA pamphlet. Optional—make each student a copy of "Traffic Signs and Signals." (Activities 1 and 2)

Picture of traffic signal, attached to lesson, or draw signal on board. (Activity 3)

Color the picture of *WALK-DON'T WALK* signal attached to lesson. Color the *WALK* light green and the *DON'T WALK* light red.

Pictures of push-button signals attached to this lesson, or transparencies made from them. (Activity 6)

Cut cardboard or posterboard templates for students to trace around and color using the blank sign patterns attached to lesson. (Activity 7)

Drawing paper or construction paper for signs, tape. (Activity 8)

Make a traffic board from posterboard or butcher paper. (Directions attached to lesson.) Have students bring miniature vehicles and toy people from home, or make pipe cleaner or slip-on clothespin people. (Activity 9)

Enough copies of the assessment exercise for each student.

Additional Resource Material

Information sheet, "Traffic Signs, Standard Shapes," attached to lesson.

Sign illustrations attached to this lesson to be used as desired.

Easy Steps, a film kit containing an 11-minute safety film in color focusing on development of traffic safety skills and the meaning and function of traffic signs and signals. Also included are a filmstrip, three posters, communication card deck (40 cards), and Teacher's Lesson Plan Guide.

Available on free loan from:

ARIZONA DEPARTMENT OF EDUCATION
Driver and Safety Education Division
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

or available from:

Film Loops, Incorporated
P. O. Box 2233
Princeton, New Jersey 08540
Tel: 609-921-2020

Traffic sign posters:

"Safe Drivers Recognize These Signs"

Rand McNally & Co.
P. O. Box 7600
Chicago, Illinois 60680

"For Your Driving Safety"

Scott Foresman & Co.
433 East Erie Street
Chicago, Illinois

Pamphlets:

"Arizona's Road/Street Stripes
Are Changing"

Arizona Department of Transportation
Office of Highway Safety
1655 West Jackson
Phoenix, Arizona 85007
Tel: 602-261-7692

"New Road Signs Coming Your Way"

Special Services Department
Arizona Automobile Association
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Hold the illustration of each blank sign pattern up for the class, or show the transparency you have made of each. (These may be drawn on the board also.)

Tell students that these are the shapes of traffic signs. Each shape has a different meaning. Ask students what information each sign shape gives. Ask for examples. (Key

Point No. 1) Explain the meaning of any shape they do not know. If necessary, use the information sheet "Traffic Signs, Standard Shapes" attached to lesson to explain "regulator," "yield," etc.

2. As shown in Key Point No. 2, write the colors and meanings of traffic signs on the board or overhead projector. Show students a traffic sign poster, the AAA pamphlet, "New Road Signs. . .," or give each student a copy of "Traffic Signs & Signals." (Sign names, colors, and types are on back of master.) Have students match the colors and meanings on the board with each specific sign on "Traffic Signs & Signals." What type of information does it provide? (warning, regulation, railroad, etc.)

What does this sign mean to a pedestrian? — to a driver? (If necessary, use the information sheet, "Traffic Signs, Standard Shapes," to explain the correct meaning.)

3. Review color meanings and placement on the traffic signal, using the copy of the traffic signal attached to this lesson or drawing one on the board. As you show each traffic light on the signal, elicit color meaning and stress the position of the color.

How would someone who is color blind and sees colors differently know what color the light is? How would he know the meaning of the light?

4. Show the students the picture with the WALK—DON'T WALK lights that you have colored. Explain their meaning. (Point out that the WALK light is sometimes white instead of green.) Ask students:

What should we do before crossing the street when the "WALK" signal comes on? (Look all ways for traffic to be sure all traffic is going to stop before you step into the street, then go, if clear.)

Fold the paper in half. Show students the WALK side. Tell them: "You are about to cross a busy street. Your sign says WALK, but there is a car making a turn into the street toward you. What would you do? How would you react? What might happen?" Have several students act out the parts of turning cars and pedestrians. Ask students what they should do when the traffic light is green, but the signal is DON'T WALK. Which signal is the one for pedestrians to obey?

Stress use of eye-to-eye contact between pedestrian and driver, not just reliance on the driver to obey the signal.

5. If possible, take the class to a corner where there is a traffic light with WALK—DON'T WALK signals. Have students observe how long each color stays on and how the length of time varies for the green signal and the WALK signal, how cars turn into the crosswalks, etc. Discuss these observations and possible results if a pedestrian or driver does not obey the traffic signal.

NOTE: If the DON'T WALK sign comes on after you have stepped off the curb and started across the intersection, continue across the intersection. If you have not started to cross the street, remain on the sidewalk and wait for a new WALK signal.

6. Show students the picture (or transparency) of the push-button control, "Push Button for Walk Signal." Ask how many students have used a signal like this to cross a street,

what they did, and how the signal worked. Show the pictures of the boy pushing the signal, the pedestrian crosswalk, and push-button signal. Discuss what is happening or has happened in each picture. Ask other students to describe step-by-step what they would do to cross this street.

OR

If there is an intersection with a push-button signal nearby, take the students there to observe how the signal works, the time intervals, and turning cars, as in Activity No. 5. (Remind students that the traffic light and the walk light might not change as soon as they push the button; they should wait until the lights actually change.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

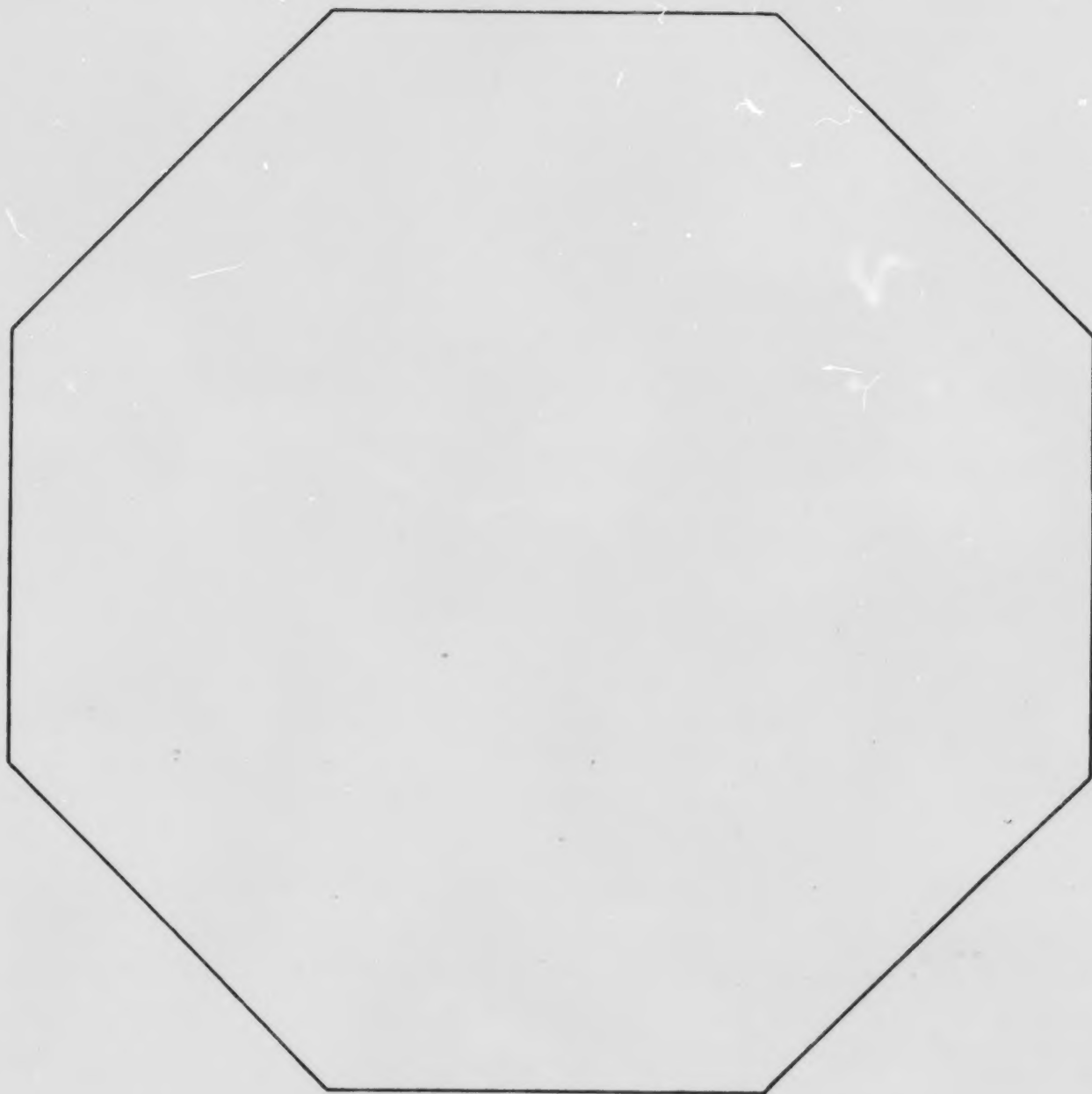
7. Using the templates you have constructed, have students trace around several of these templates, cut, and color their "signs" the correct color, and fill in other details. (Or some students may want to draw all freehand.) Have students take their signs home and explain sign shape and color meaning to their parents.
8. Have students make traffic signs and put them up in the classroom and/or hall. (This activity may be combined with Activity No. 7, if desired.) Regulatory signs, such as "KEEP RIGHT," "YIELD," and "STOP" may be posted, and students may practice obeying these during the school day.
9. Make a traffic board to put on a flat surface or tack on the bulletin board. (Directions attached to lesson.) Have students draw and cut different miniature signs and traffic signals and tack them in proper places on the traffic board. (If the traffic board is horizontal, a toothpick in clay may be stapled to the back of signs for standing up.) Have students use miniature vehicles and people they have brought from home to create traffic situations involving signs and signals. Or they may make miniature people from slip-on clothespins or pipe cleaners and cut vehicles from construction paper. Save these materials for future activities.

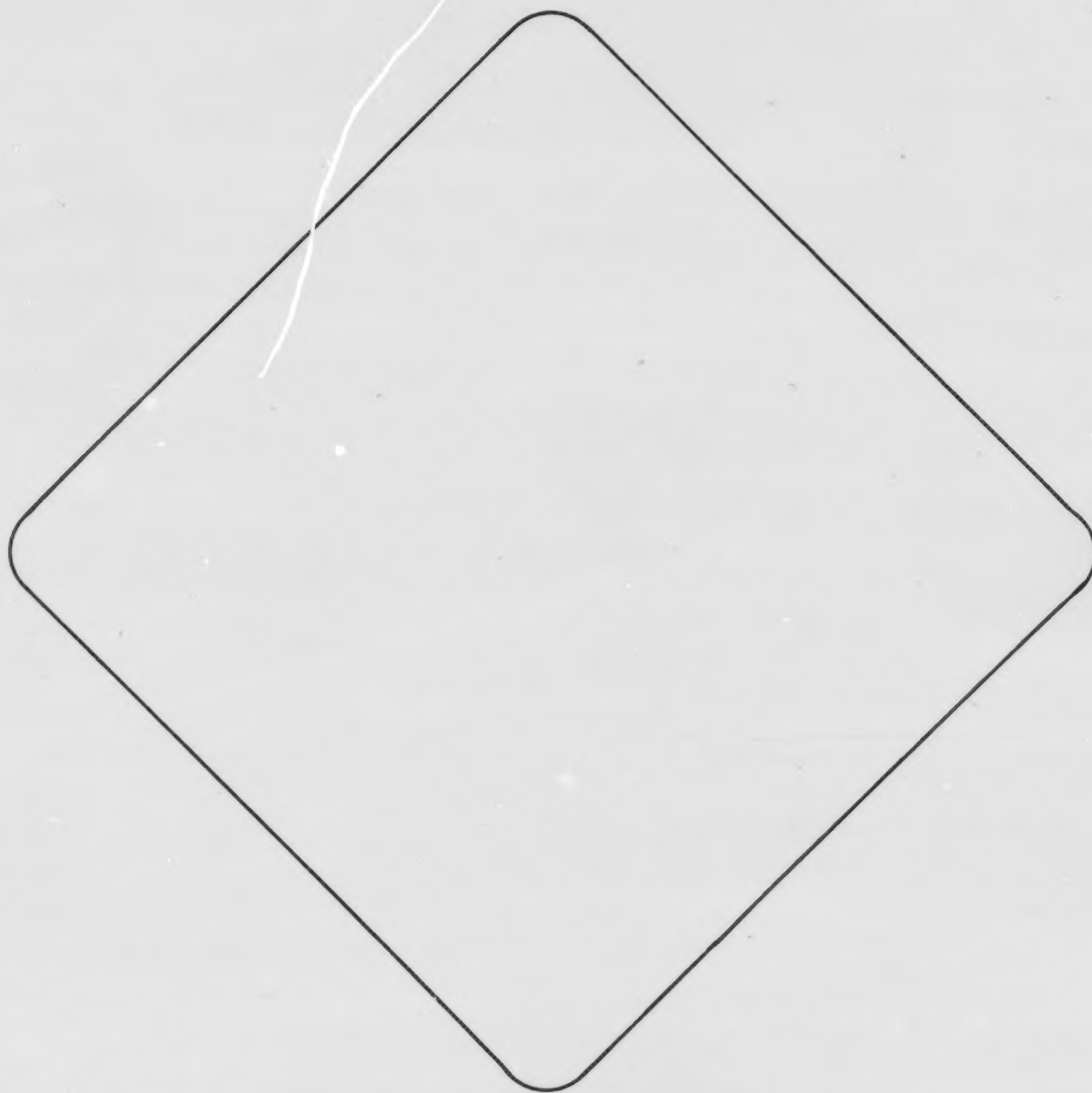
SUMMARY

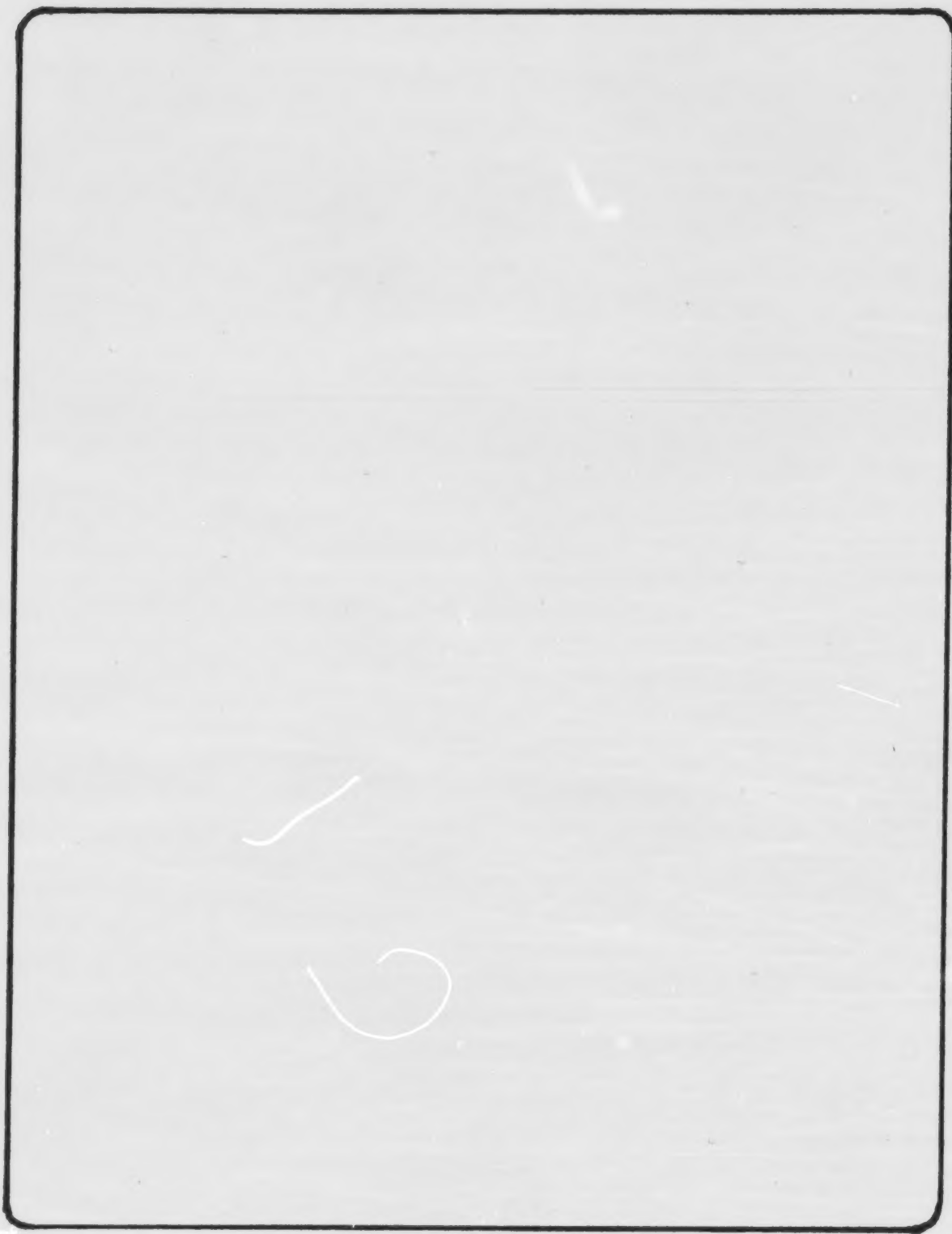
Review the meaning of the colors and shapes of the traffic signs. Remind students that if they want to cross the street where there is a red light or a DON'T WALK light, they should push the button on the pole (if there is one) and wait for the green light or WALK signal, LOOK ALL WAYS to be sure traffic has seen them and stopped, then GO, IF CLEAR. Key Points may be reviewed.

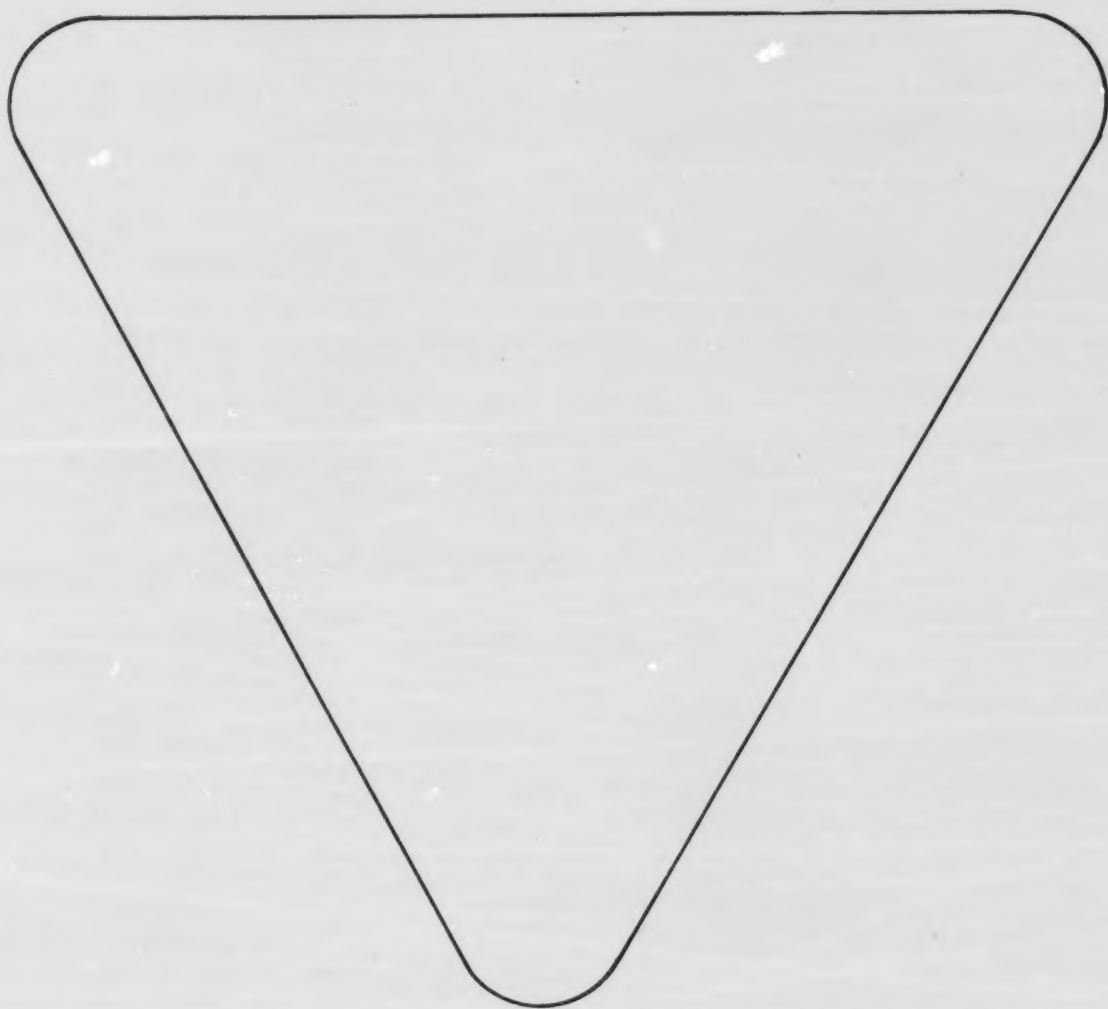
ASSESSMENT PROCEDURE (OPTIONAL)

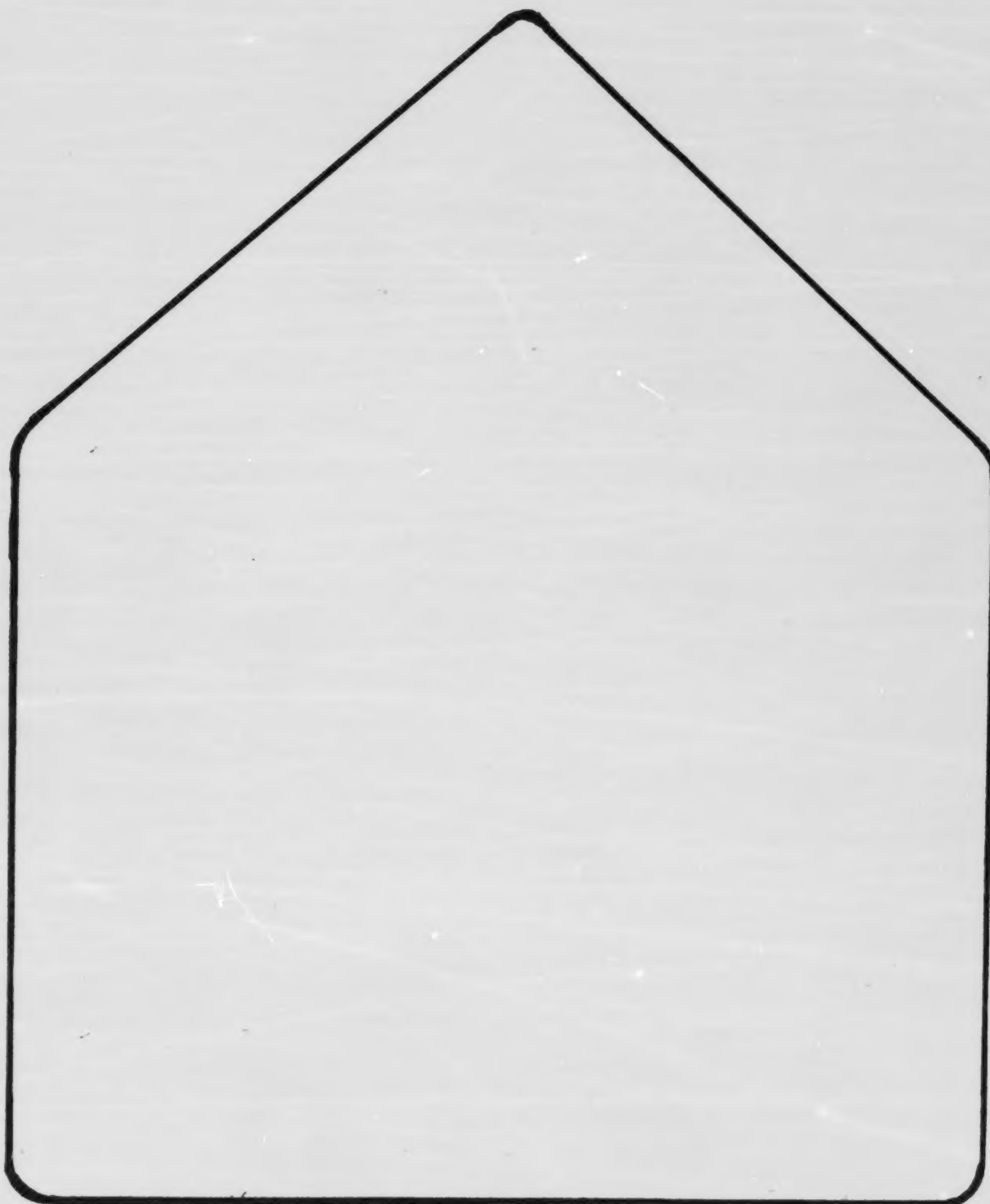
Give each student a copy of the assessment exercise. Instruct the students to choose the correct word or words from the list and write them on the line under the proper sign, then have them color the sign the correct international colors. Collect the exercises and complete the assessment checklist, so that you may give further help to students needing it.

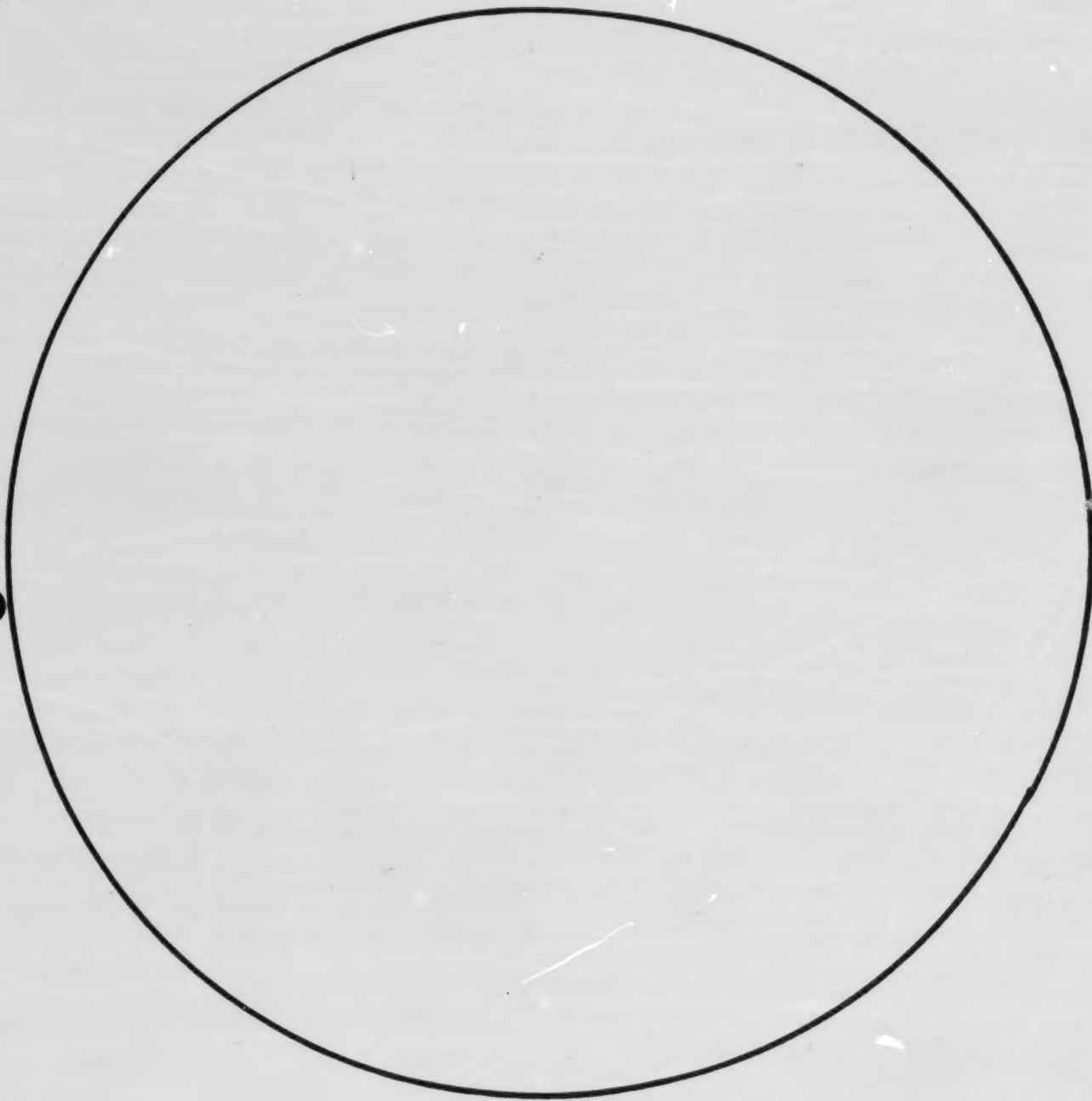








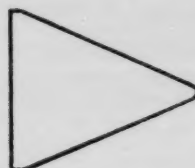




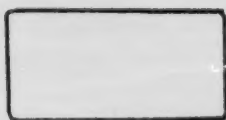
TRAFFIC SIGNS
STANDARD SHAPES:



OCTAGON:
Exclusively for
Stop signs.



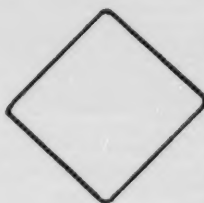
PENNANT:
Advance warning
of No Passing Zones



HORIZONTAL
RECTANGLE:
Generally for
guide signs.



VERTICAL
RECTANGLE:
Generally for
regulatory signs.



DIAMOND:
Exclusively to
warn of existing
or possible
hazards on road-
ways or adjacent
areas.



EQUILATERAL
TRIANGLE:
Exclusively for
Yield signs.



PENTAGON:
School advance
and school cross-
ing signs.



ROUND:
Railroad (Advanced
Warning) signs.

STANDARD COLORS:

RFD: Stop or prohibition. GREEN: Indicated movements permitted, direction guidance. BLUE: Motorist services guidance. YELLOW: General warning. BLACK: Regulation. WHITE: Regulation. ORANGE: Construction and maintenance warning. BROWN: Public recreation and scenic guidance.

INFORMATION SHEET

(color, shape and lettering of signs)

STOP - Means stop. It is a white message with white
SIGN boarder on red background. The sign is octagon
shaped.

YIELD - Means slow to 15 mph or less and proceed with
SIGN caution. The YIELD sign is a downward pointing,
equilateral triangle having a red border band
leaving a white interior with the word Yield in
red inside the border band.

WARNING - Means danger ahead, proceed with caution.
SIGN Coloring is traditionally black on yellow and
the shape is diamond.

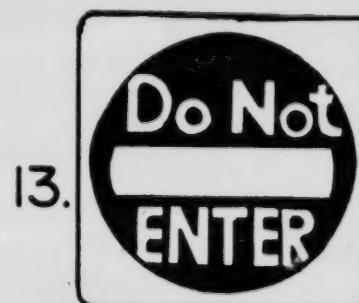
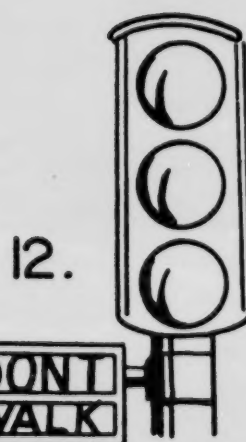
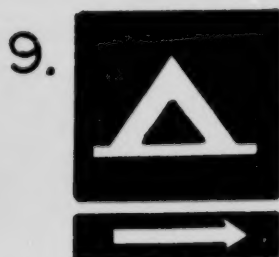
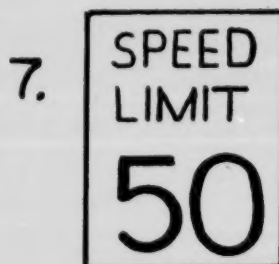
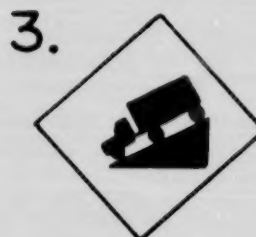
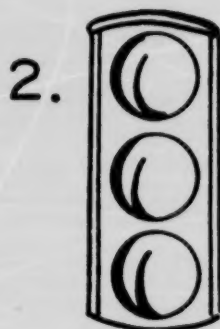
REGULATORY - Contains a specific instruction to the
SIGN driver. The signs are rectangular with
black lettering on white background.

RAILROAD - Means a railroad intersects the path. The
SIGN Highway sign is round, and is yellow with black
lettering and black crossbuck. The railroad
crossing sign is a crossbuck sign painted
white with black lettering.

SCHOOL CROSSING - Means a crossing near a school. The signs
SIGN are pentagon shaped, yellow in color with
a black boarder band, lettering and fig-
ures. The school crossing sign has two
figures walking within a crosswalk carrying
books while the advance warning sign has
just the figures carrying books but not
showing a crosswalk.

GUIDE - Provides information. It is green with a white
SIGN border band and lettering. For most guide signs
the information is so variable that there can be
no rigidly standardized size.

TRAFFIC SIGNS & SIGNALS

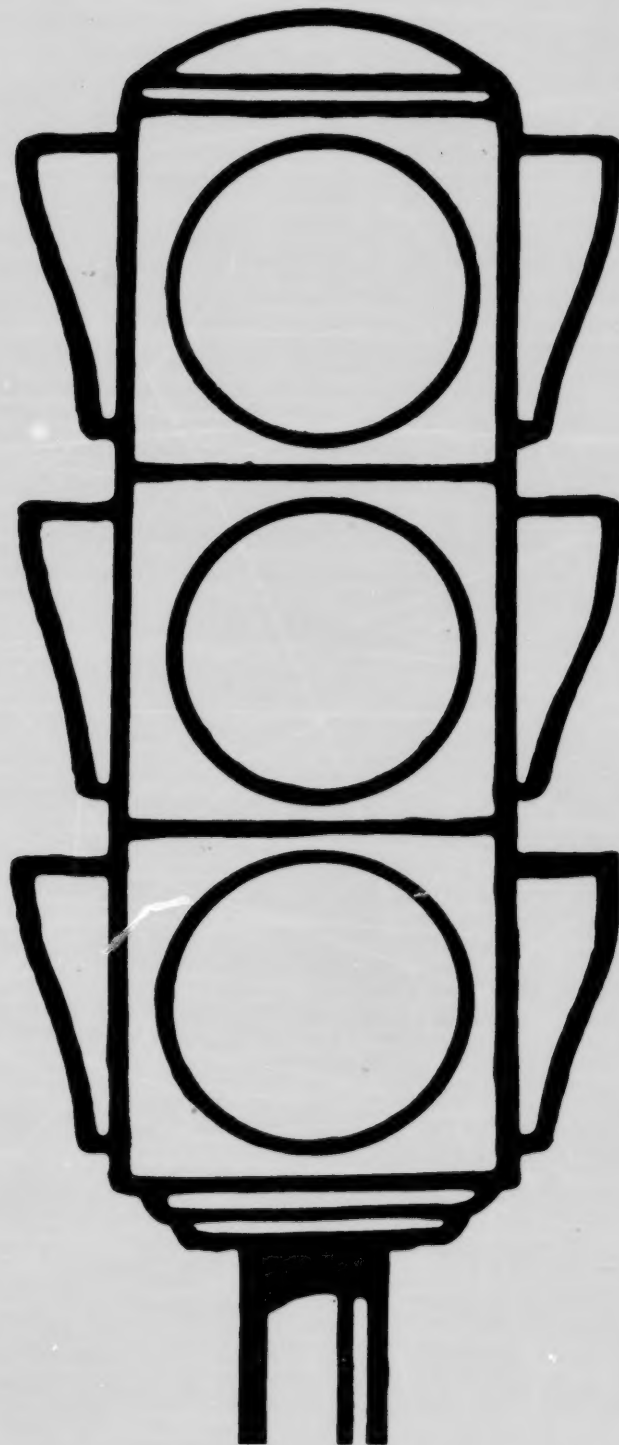


TRAFFIC SIGNS & SIGNALS

<u>NAME</u>	<u>COLORS*</u>	<u>TYPE</u>
1. Pedestrian Crossing.	Yellow and black.	Warning sign.
2. Traffic signal.	Placement always red, yellow, green.	Traffic signal.
3. Hill.	Yellow and black.	Warning sign.
4. Bicycle Route.	Green and white.	Guide or information sign.
5. Yield.	Red and white.	Yield right-of-way; proceed with caution.
6. <u>No</u> Left Turn.	White, black, with red circle and slash.	Regulatory sign. Prohibitory sign.
7. Speed limit (mph).	White and black.	Regulatory sign.
8. School crossing.	Yellow and black.	School area warning sign.
9. Camping.	Blue and white.	Service sign.
10. STOP sign.	Red and white.	Stop sign only.
11. Railroad.	Yellow and black.	Railroad sign.
12. Don't Walk or Walk	Red. Green or white.	Traffic signal.
13. Do Not Enter.	White and red.	Regulatory sign.

*These COLORS are new international colors which will soon be used
throughout the world.

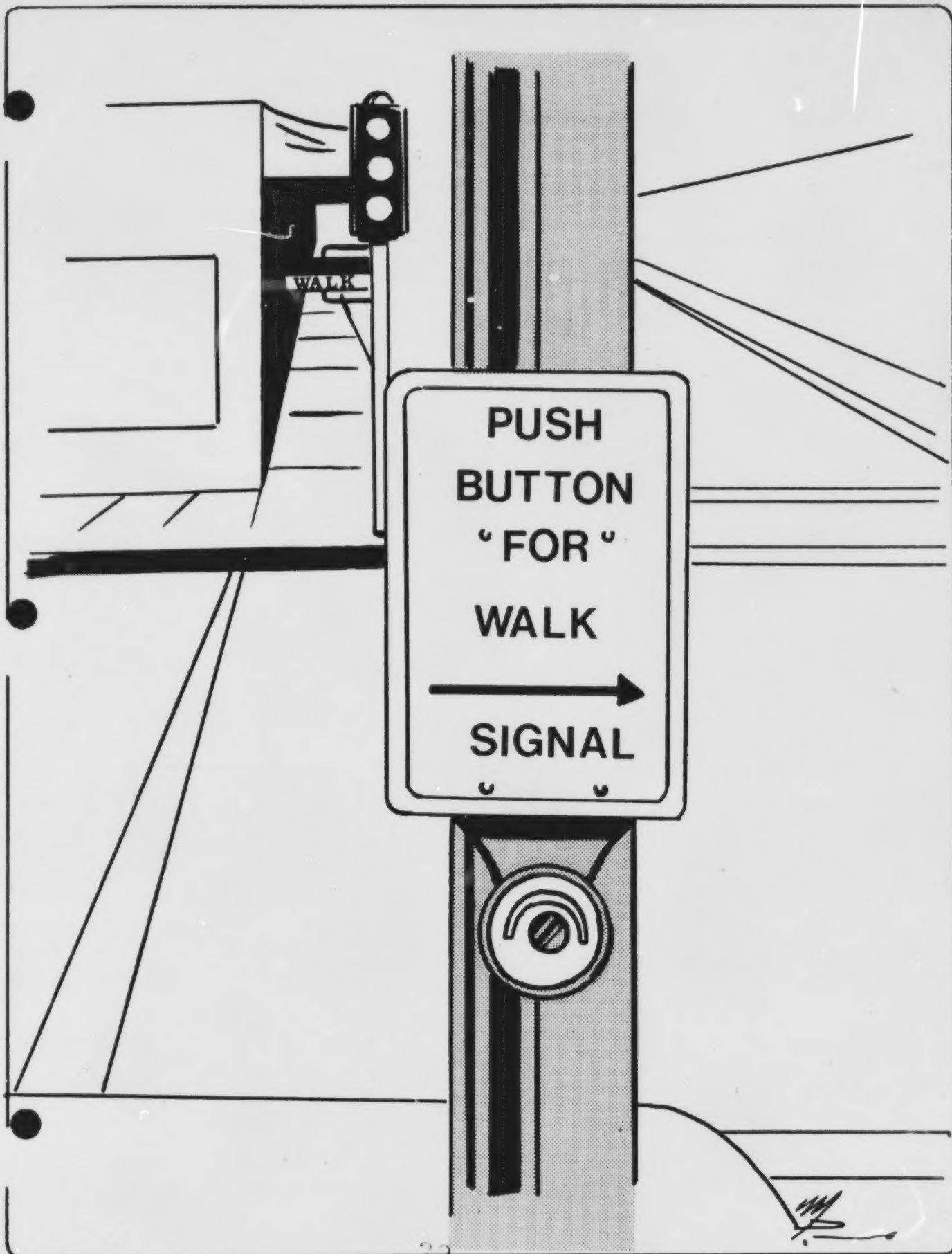
TRAFFIC SIGNAL

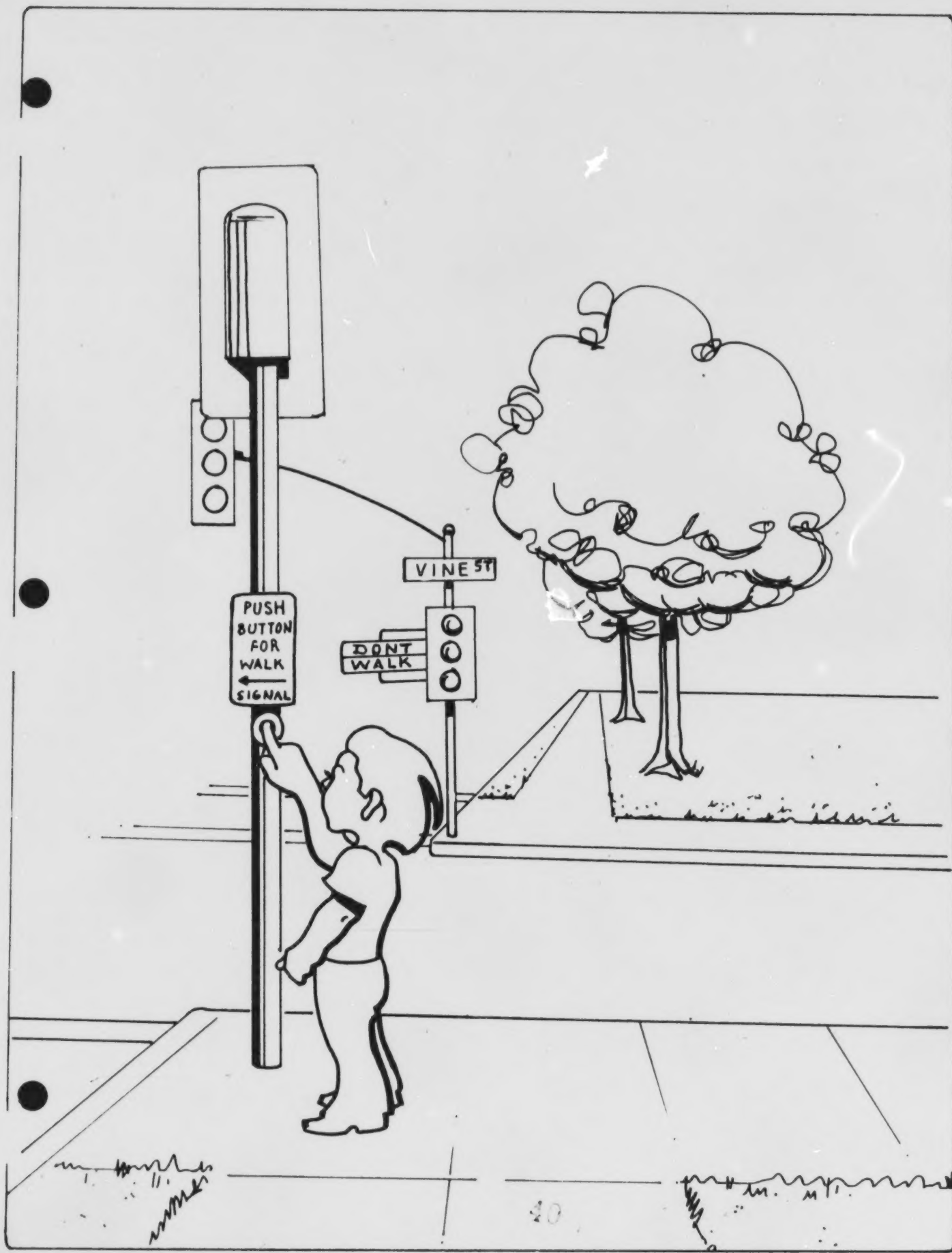


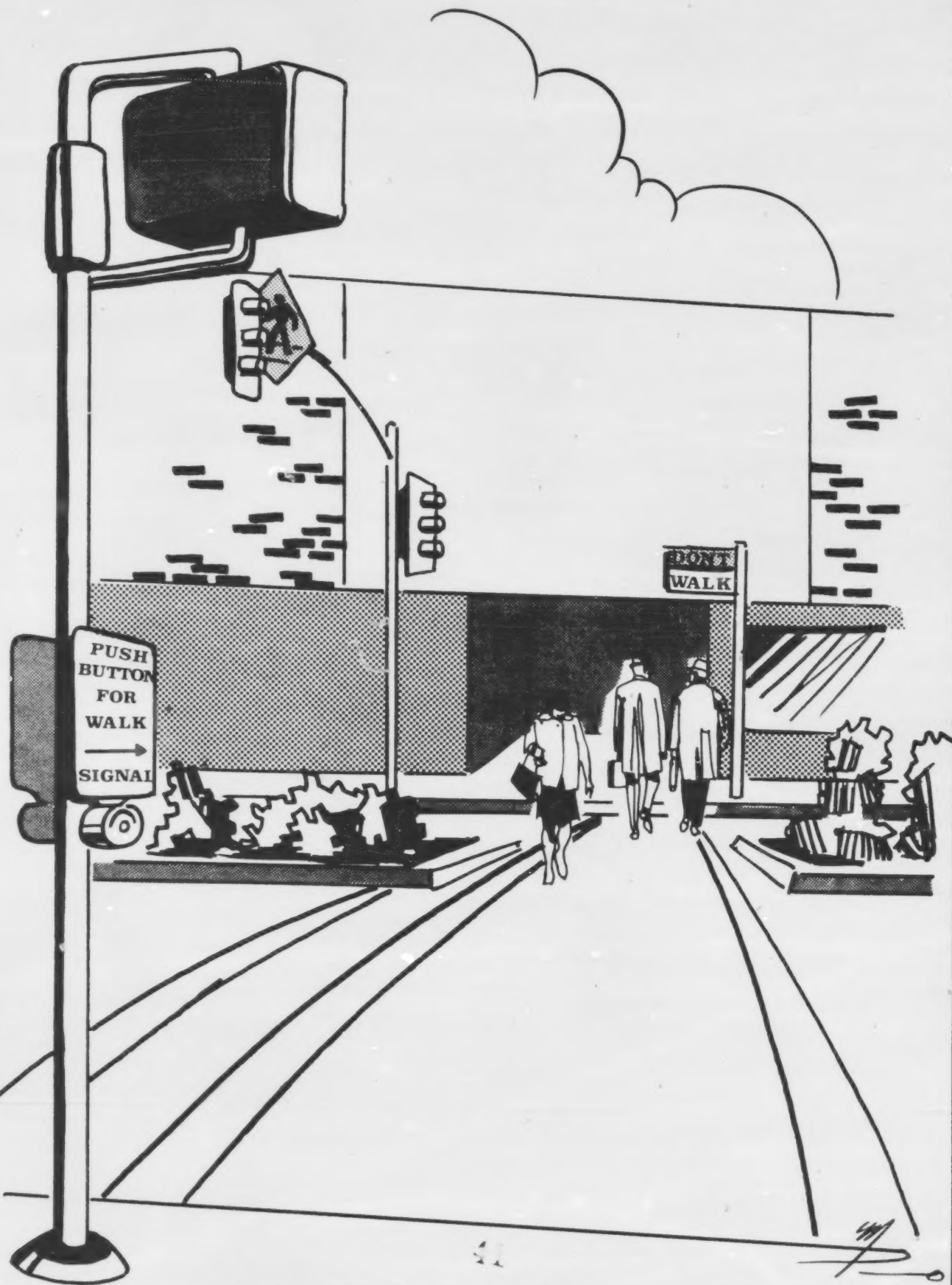
PEDESTRIAN SIGNAL



Color WALK green, DON'T WALK red and the border and support arms yellow.







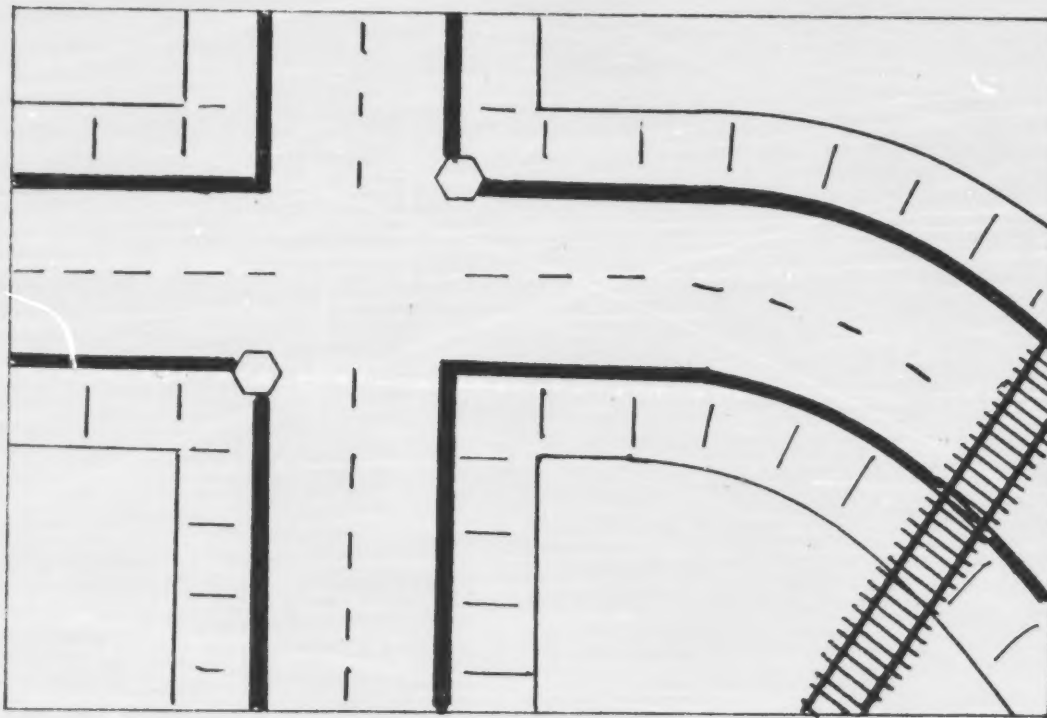
DIRECTIONS FOR MAKING A TRAFFIC BOARD

To make a traffic board, use a large poster board or about 5 feet (1.5 meters) of butcher paper. This can be laid on a flat surface or tacked on the bulletin board.

Draw an intersection with sidewalks similar to that shown below using felt tip pens or magic markers.

Traffic signs and signals may be cut from construction paper and added where desired. Toy cars, bicycles, pedestrians, etc. may be made from construction paper, pipe cleaners, clay, etc. or they may be brought from home by students.

The toy cars, pedestrians, bicyclists, signs, etc. can be manipulated to act out traffic situations involving pedestrians and vehicles.



STOP SIGN



Color the sign red, leaving the letters and the border white.



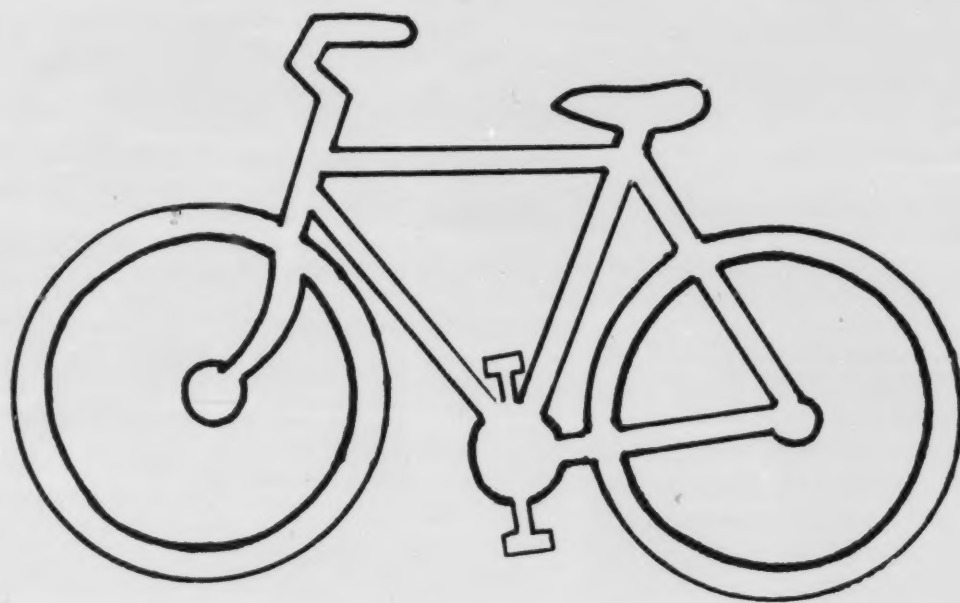
REGULATORY SIGN

SPEED

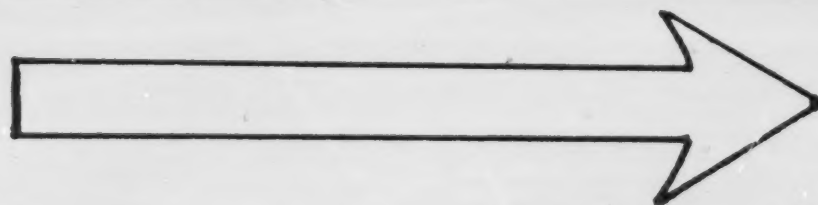
LIMIT

30

GUIDE SIGN



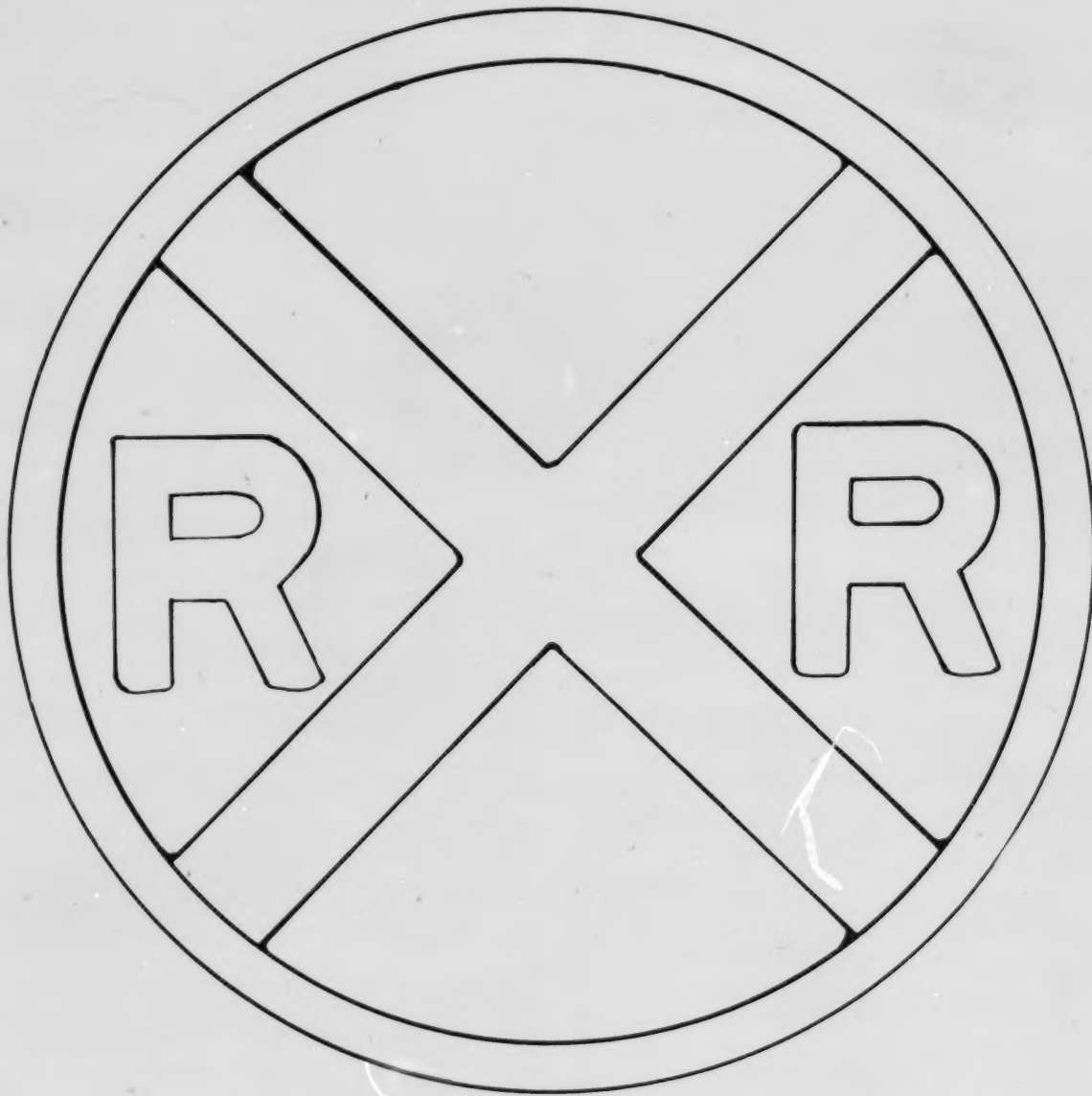
BIKE ROUTE





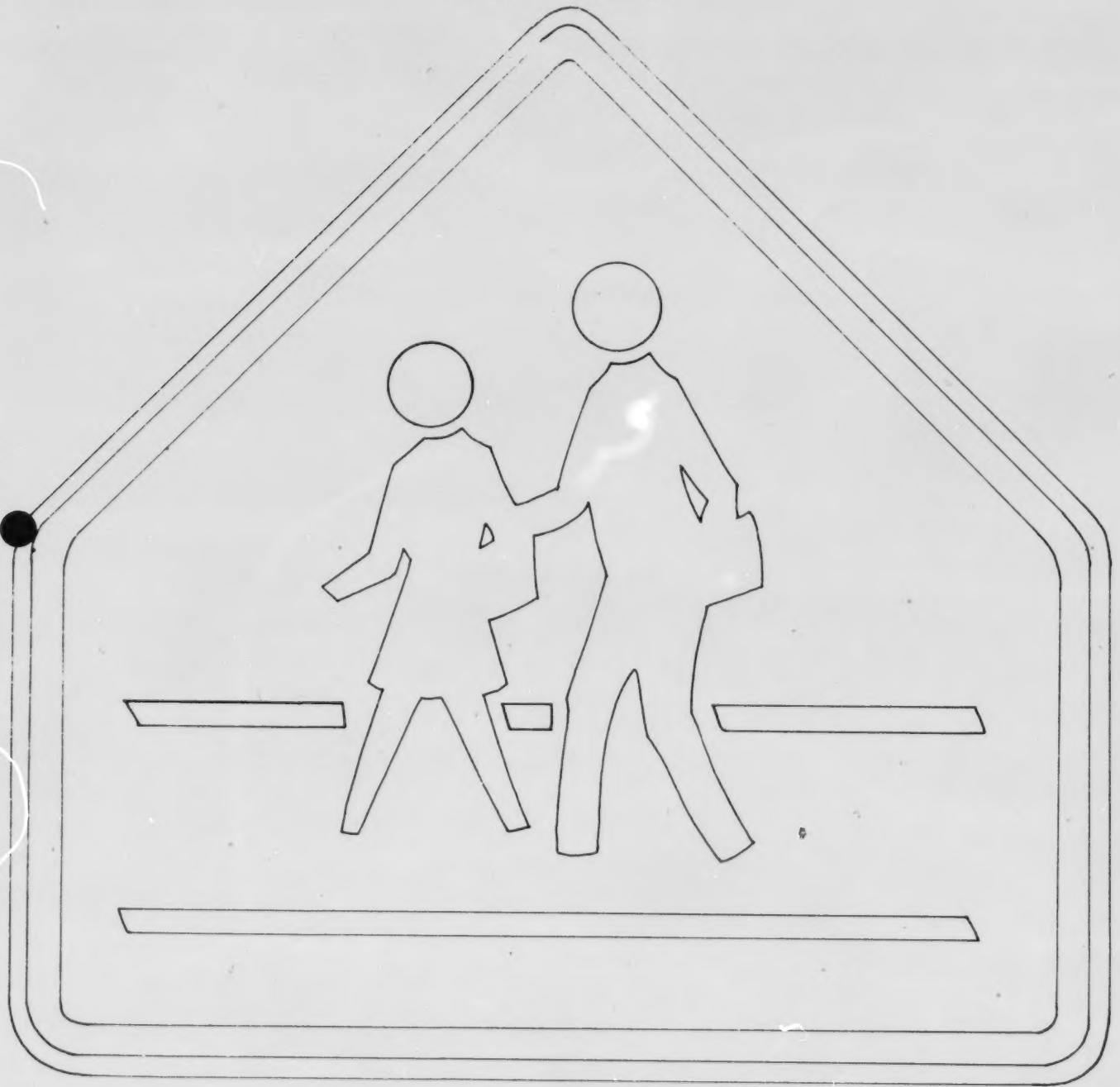
COLOR THE LETTERS, THE LARGEST SECTION, AND THE
OUTSIDE OF THE SIGN RED.

RAILROAD WARNING SIGN



Color the triangular sections yellow; the letters, the cross, and the border black.

SCHOOL CROSSWALK



COLOR THE PEDESTRIANS, CROSSWALK LINES, AND INSIDE
PENTAGON LINE BLACK. COLOR THE REMAINDER YELLOW.

ASSESSMENT _____

NAME _____

CHOOSE THE CORRECT WORD FROM THE LIST TELLING WHAT KIND EACH SIGN IS.
ON THE LINE BELOW EACH SIGN WRITE THE KIND OF SIGN IT IS.
COLOR EACH SIGN THE CORRECT COLOR. ADD DETAILS, IF NECESSARY.

TELLS WHEN NOT TO CROSS



RAILROAD

YIELD

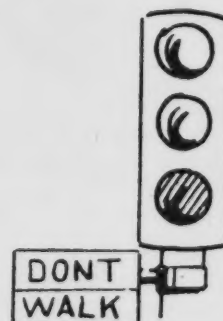
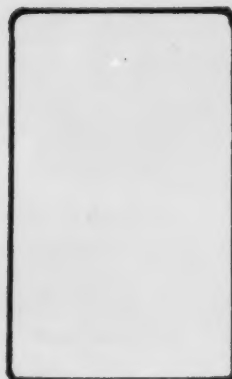
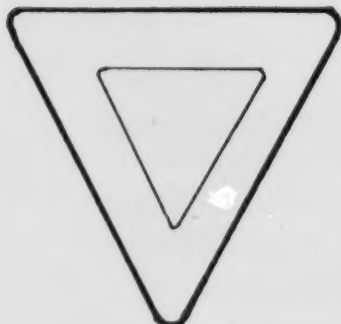
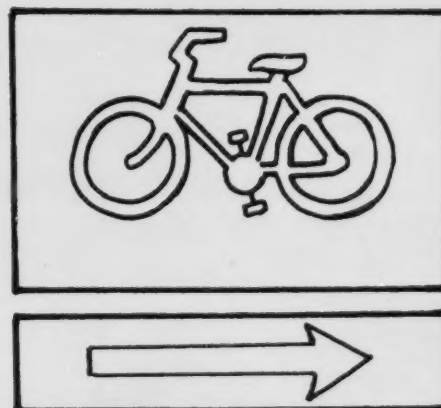
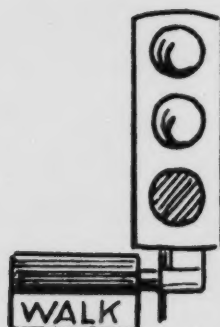
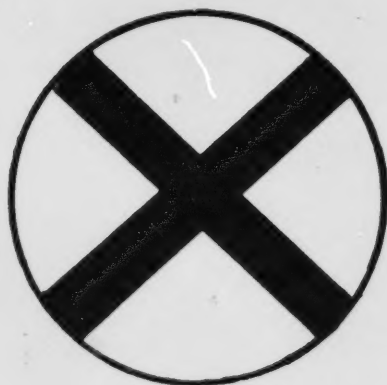
REGULATION

SCHOOL CROSSING

WARNING

GUIDE - BIKE ROUTE

TELLS WHEN TO CROSS



PEDESTRIAN SAFETY – THIRD GRADE

LESSON THREE

"PEDESTRIAN TRAFFIC LAWS ARE MADE BY PEOPLE FOR PEOPLE"

OBJECTIVE THREE

When asked, the student will identify (in writing or orally) four rules a pedestrian should follow.

KEY POINTS

1. Laws, or rules, are made *by* people, to *protect* people.
2. Traffic laws, when obeyed, establish order and help prevent accidents.
3. Laws are made to be obeyed. Sometimes pedestrians and drivers break the traffic laws and are involved in accidents that could have been prevented.
4. Rules are made for pedestrians to follow so that vehicle drivers and other pedestrians will know what they are going to do and not have a crash.

Define:

Pedestrian – Anyone who is standing, walking, or running on the sidewalk or street.

Pedestrian traffic laws – Laws passed to protect pedestrians so they won't be involved in an accident.

If this material is new to students, you may want to teach this lesson over several periods or days.

MATERIALS NEEDED

One copy of the Arizona Revised Statutes and "Pedestrians' Safety Rules," attached to lesson, as reference. Chalkboard. (Activities 1, 2, and 3)

Butcher paper, felt pens or colors, optional. (Activity 2)

Tagboard or butcher paper, approximately five feet square (1.5 meters) to make a traffic board. Felt pens. Miniature cars and people. (Activity 4)

Select safety rules pictures from those accompanying this lesson and make enough copies for students to color. (Activity 5)

Tagboard or construction paper, felt pens, safety pins, tape. (Activity 6)

Paper and colors. (Activities 7 and 8)

Enough copies of the assessment exercise for each student.

Additional Resource Material

AAA "Safe Walking Rules" handout (4" x 6") — in English (No. 3311), in Spanish (No. 3316)

I'm No Fool as a Pedestrian, 10-minute color film featuring Jiminy Cricket.

Ten AAA posters from annual poster contest.

Otto the Auto, series of five-minute animated color films illustrating safety ideas: Series A — Don't cross between parked cars, cross at corner, and wear white at night. Series B — Obey your safety patrol, look all ways before crossing, and be extra alert on rainy days. Series C — Play away from traffic, tricycle and bicycle rules, walk on the left facing traffic, and watch for turning cars.

All free from:

Special Services Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Follow these steps:

- a. Explain to the students that rules are made to protect us. That is why we have traffic rules such as: Look for cars before crossing the street. Don't play in the street. Obey the traffic light.

Some rules are so important that the people in our government have made them into laws. That means a *rule* is written down, and then people vote on it, and if more than half of them vote yes, this becomes a *law*, and people are expected to obey this law. When people don't follow the laws as expected, accidents happen.

- b. On the chalkboard, head two columns: "WE DO" and "WE DON'T." Later, one student may be class secretary and write under these columns as others dictate rules.
- c. Read the "Pedestrian Traffic Safety Rules" (1-5 below) one at a time. Explain that these are laws passed by our lawmakers (legislature) in the state capital. After each law is read, ask questions similar to the following:

Why do you think we need this law?

How can this law help protect pedestrians from accidents?

What could happen if pedestrians didn't follow this law?

Can you say this law in a few words, and we'll write it under one of the headings on the board? (Examples: WE DO obey traffic signals. WE DON'T run into the street. WE DO watch for traffic, etc.)

The secretary (or teacher) then writes each rule on the board, as it is given, under the proper column.

**PEDESTRIAN TRAFFIC SAFETY RULES
THAT HAVE BEEN MADE INTO LAW
BY ARIZONA LAWMAKERS**

1. Pedestrians must obey traffic signals and signs at intersections.
 2. No pedestrian shall suddenly leave a curb and walk or run into the path of a vehicle.
 3. When crossing the street where there is no crosswalk, every pedestrian shall yield the right of way to all vehicles. (Explain "yield," if necessary.)
 4. Where sidewalks are provided, it shall be unlawful for any pedestrian to walk along and upon an adjacent roadway.
 5. Where there are no sidewalks, pedestrians should walk on the left side of the roadway facing traffic.
2. When step 1-c above ("Read the Pedestrian Traffic Rules...") is completed, ask the students to make up some simple laws of their own about pedestrian safety. List these under "DO" and "DON'T" headings as in Activity 1. (If a law can be stated positively - "DO" - encourage changing it to the "DO" column.) Possible laws students may think of:

WE DO

Cross streets at corners
Use crosswalks
Look for turning cars
Look for backing cars
Obey crossing guards
Wear something light at night
Obey policemen

WE DON'T

Walk between parked cars
Walk behind parked cars
Play around train tracks
Play around driveways
Play in the street

Be sure to ask each student why we need this law and how it can be a help in protecting pedestrians. After you have five or more new "laws" written on the board, discuss each and then have the students "vote" on each with a show of hands, as the lawmakers voted on the five laws above.

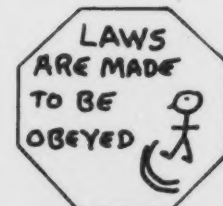
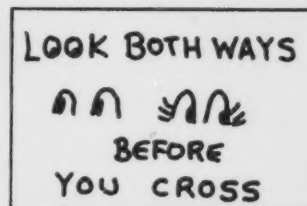
OR

When step 1-c above is completed, divide the class into five groups, giving one law to each group. On butcher paper, students are to show what you do to follow that law, and on the back they show what you don't do. A group leader explains the drawings to the class.

3. Read other "Pedestrian Safety Rules" asking questions as in Activity 1-c, discussing the need for each rule.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Using your traffic board, with clothespin or pipe-cleaner people, miniature signs, and vehicles (directions, Lesson Two), have small groups of students create skits showing the results of obeying and disobeying specific pedestrian traffic rules. (Possible Social Science Activity)
5. Give students copies of accompanying safety rule coloring exercises you have selected. They may color them in class or at home, or have students draw their own safety rule pictures. Have them take these home and explain to their parents about traffic safety rules and how they protect us. (Possible Social Science Activity)
6. Have students design and cut out catchy slogan buttons on traffic safety rules.



Tagboard or construction paper can be used, and a safety pin taped or stapled on the back. Remind the students that their buttons should be attractive enough to catch the attention of others. (Art)

7. Have students make up rhymes or jingles as rules. They print these jingles on posters which are put up for display in the classroom.

Examples:

*When Peter is near the roadway,
He'll never scuffle, fight, or play
For cars are never far away.*

*Hickory, Dickory, Dock
I'll never cross the street
In the middle of the block*

(Possible Language Arts Activity)

8. Follow-up. Ask students to notice behavior of pedestrians and drivers in traffic. What laws were they following? What laws were they breaking? The following day they are to make simple sketches of what each saw, and tell a story explaining each one. (Possible Art, Social Studies Activity.)

SUMMARY

Remind students that the pedestrian safety laws were made by people to protect people, in the same way as the students voted on their safety rules. We can prevent many accidents by obeying these rules.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise, or have students use a sheet of regular writing paper. Instruct students to write four or more rules that a pedestrian should follow in order to be safe and avoid accidents. If you have students who cannot write well enough for this assessment, you may want to arrange to have them answer individually and orally.

Students who have answered with four different correct safety rules have successfully completed the assessment.

LAWS GOVERNING PEDESTRIANS

STATE OF ARIZONA

ARIZONA REVISED STATUTES

28-791. Pedestrians subject to traffic regulations

- A. Pedestrians shall be subject to traffic-control signals at intersection as provided in 28-645 unless required by local ordinance to comply strictly with such signals, but at all other places pedestrians shall be accorded the privilege and shall be subject to the restrictions stated in this article.
- B. Local authorities are empowered by ordinance to require that pedestrians shall strictly comply with the directions of any official traffic-control signal and may by ordinance prohibit pedestrians from crossing any roadway in a business district or any designated highways except in a crosswalk.

28-792. Pedestrians' right of way in crosswalks

- A. When traffic-control signals are not in place or not in operation the driver of a vehicle shall yield the right of way, slowing down or stopping if need be to so yield, to a pedestrian crossing the roadway within a crosswalk when the pedestrian is upon the half of the roadway upon which the vehicle is traveling, or when the pedestrian is approaching so closely from the opposite half of the roadway as to be in danger, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible for the driver to yield. This provision shall not apply under the conditions stated in subsection B of 28-793.
- B. When any vehicle is stopped at a marked crosswalk or at any unmarked crosswalk at an intersection to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass the stopped vehicle.

28-793. Crossing at other than crosswalks

- A. Every pedestrian crossing a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right of way to all vehicles upon the roadway.
- B. Any pedestrian crossing a roadway at a point where a pedestrian tunnel or overhead pedestrian crossing has been provided shall yield the right of way to all vehicles upon the roadway.
- C. Between adjacent intersections at which traffic-control signals are in operation pedestrians shall not cross at any place except in a marked crosswalk.

28-794. Drivers to exercise due care

Notwithstanding the provisions of this chapter every driver of a vehicle shall exercise due care to avoid colliding with any pedestrian upon any roadway and shall give warning by sounding the horn when necessary and shall exercise proper precaution upon observing any child or any confused or incapacitated person upon a roadway.

28-795. Pedestrians to use right half of crosswalk

Pedestrians shall move expeditiously, when practicable, upon the right half of crosswalks.

28-796. Pedestrians on roadways

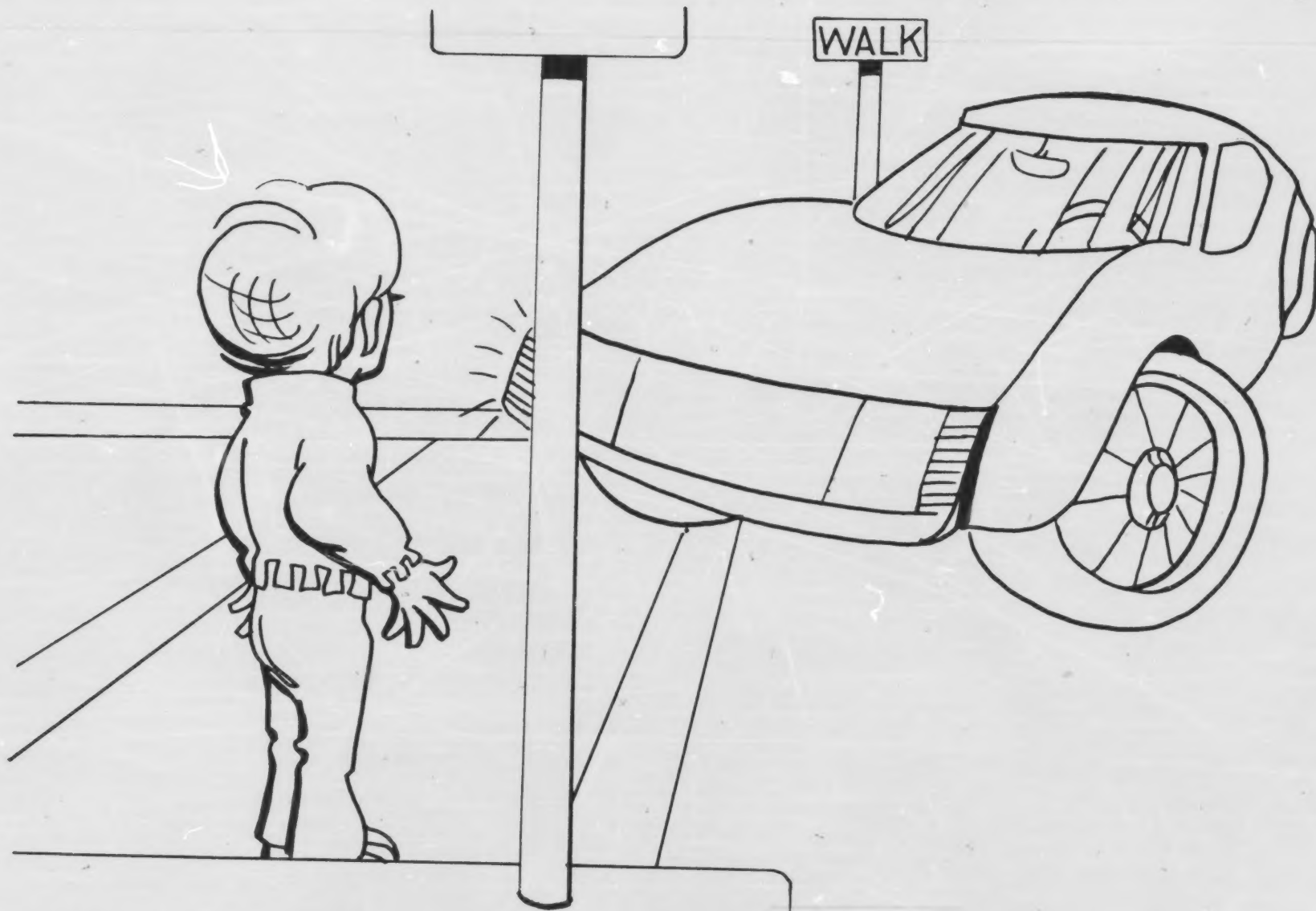
- A. Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon an adjacent roadway.
- B. Where sidewalks are not provided any pedestrian walking along and upon a highway shall when practicable walk only on the left side of the roadway or its shoulder facing traffic which may approach from the opposite direction.
- C. No person shall stand in a roadway for the purpose of soliciting a ride from the driver of any vehicle.

28-797. School crossings

- A. The director, with respect to state highways, and the officer, board or commission of appropriate jurisdiction, with respect to county highways or city or town streets, by and with the advice of the school board or superintendent of schools, are empowered to mark or cause to be marked by the department or local authorities crosswalks in front of each school building or school grounds abutting thereon where children shall be required to cross the highway or street.
- B. Additional crossings across highways not abutting on school grounds may be approved by the department, or local authorities, upon application of school authorities, with written satisfactory assurance given the department or local authorities that guards will be maintained by the school district at the crossing to enforce the proper use of the crossing by the school children.
- C. The sign manual shall provide for yellow marking of the school crossing, yellow marking of the center line of the roadway and the erection of portable signs indicating that vehicles must stop when persons are in the crossing. The manual shall also provide the type and wording of portable signs indicating that school is in session, and permanent signs providing warning of approach to school crossings.
- D. When such crossings are established school authorities shall place within the highway the portable signs indicating that school is in session, placed not to exceed three hundred feet each side of the school crossings, and "Stop When Children In Crosswalk" signs at school crossings. School authorities shall maintain these signs when school is in session and shall cause them to be removed immediately thereafter.
- E. No vehicle shall proceed at a speed to exceed fifteen miles per hour when approaching the crosswalk and while between the portable signs placed on the highway indicating "School In Session" and "Stop When Children In Crosswalk."
- F. When the clause "School in Session" is used in this section, either referring to the period of time or to signs, it means during school hours or while children are going to or leaving school during opening or closing hours.
- G. When the school authorities place and maintain the required portable "School In Session" signs and "Stop When Children In Crosswalk" signs, all vehicles shall come to a complete stop at the school crossing when the crosswalk is occupied by any person.
- H. Notwithstanding any other provision of law to the contrary, a school crossing may be established on an unpaved highway or street adjacent to a school when the agency of appropriate jurisdiction determines the need for such school crossing on the basis of a traffic study. School crossings on unpaved highways and streets shall be marked by the use of signs as prescribed in the manual on uniform traffic control devices.

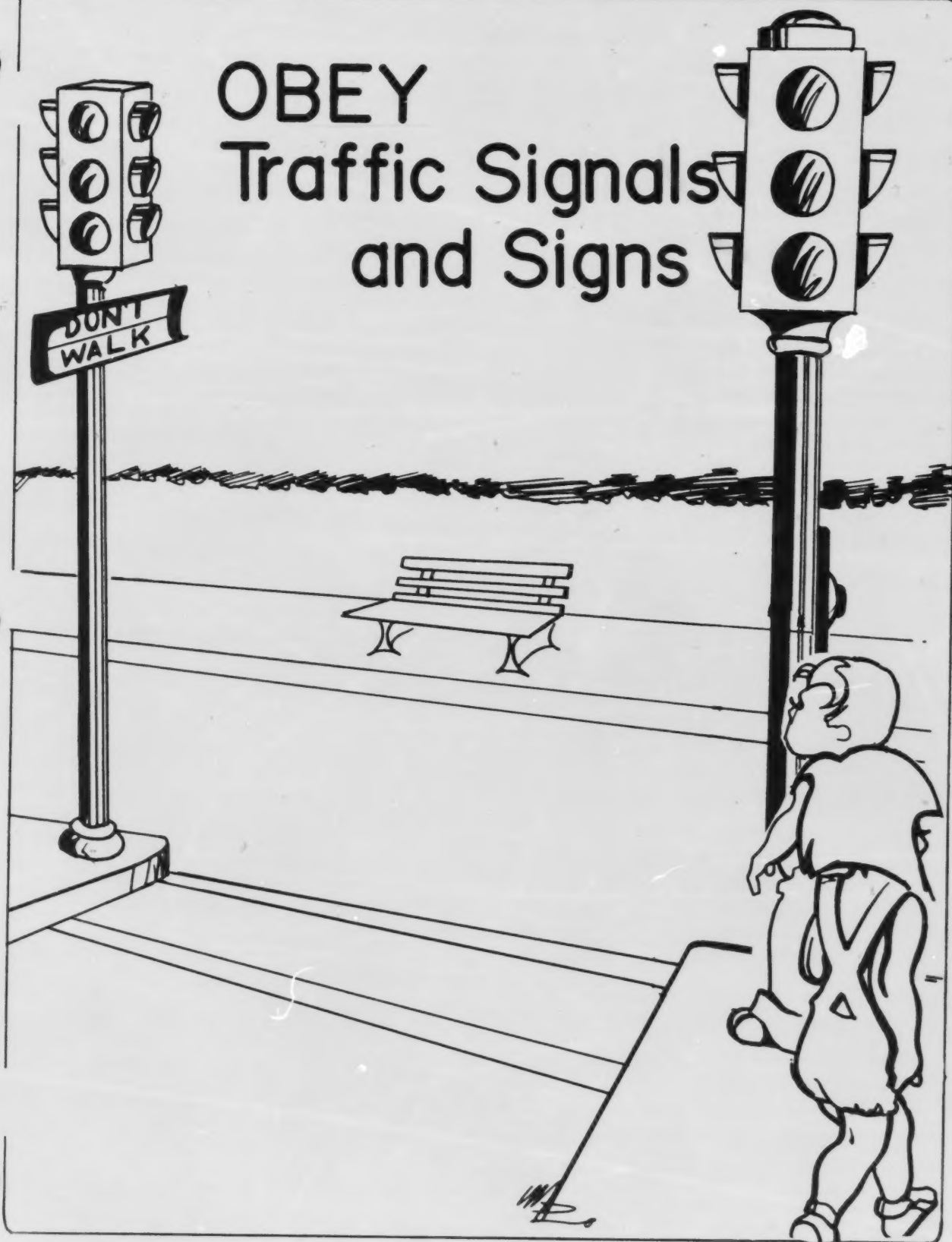
PEDESTRIANS' SAFETY RULES

1. Know and obey all city, county, and state traffic regulations.
2. Observe and obey all traffic signs and signals.
3. Be courteous to the operators of vehicles and to other pedestrians. Be ready to yield the right of way.
4. Be alert and always willing to help others unfamiliar with pedestrian safety rules.
5. Always wear or carry something white at night.
6. Never play along the streets or highways.
7. Always walk on the left side of the road facing approaching traffic when there is no sidewalk.
8. Always walk on the sidewalk whenever possible.
9. Pass oncoming pedestrians to the right.
10. Watch for cars backing from alleys or private driveways.
11. Always cross the street at intersections or pedestrian crosswalks.
12. Stop at the curb or side of the road. Look both ways and around all nearby corners before crossing.
13. Proceed directly across the crosswalk without loitering.
14. Watch for cars turning across the crosswalk.
15. Practice direct eye contact with drivers when crossing in front of their cars. Make sure they see you!
16. Get out of the roadway quickly when you notice the flashing light or siren of an emergency vehicle.
17. Never dart into the street from behind parked cars or other obstacles.
18. Avoid busy and crowded streets and intersections.
19. Never play in or near busy streets and parked cars.
20. Stop and look both ways before crossing railroad tracks. Never play on or near railroad tracks.
21. Be especially cautious in bad and stormy weather.
22. Avoid walking near building or highway construction sites.
23. Get out of automobiles on the curb side.
24. Never hitch-hike because it is dangerous and unlawful.



YIELD TO VEHICLES

OBEY Traffic Signals and Signs



NEVER GO BETWEEN
PARKED CARS

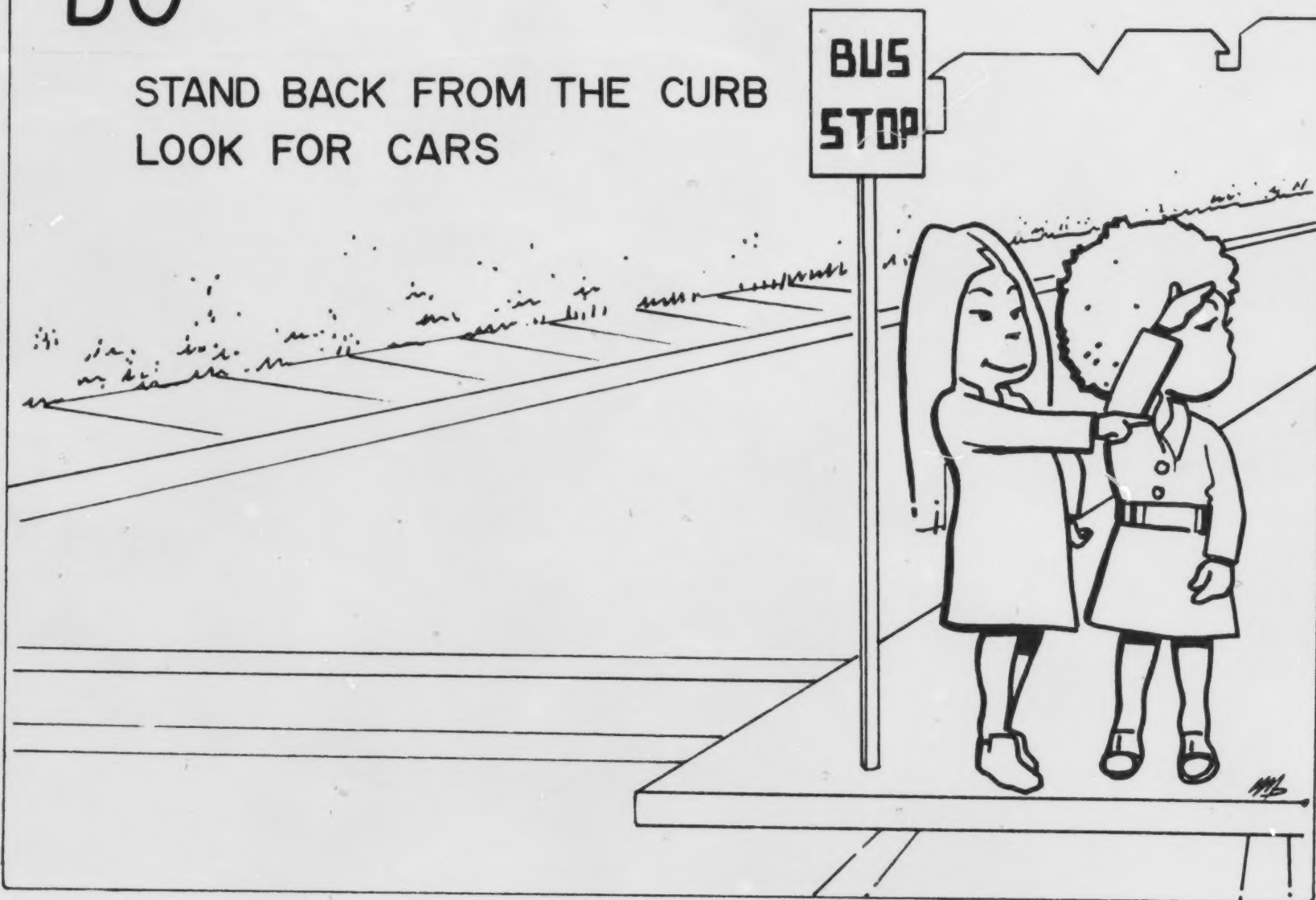


NEVER RUN
INTO THE STREET

AT CORNERS

DO

STAND BACK FROM THE CURB
LOOK FOR CARS



WALK FACING TRAFFIC

(IF THERE ARE
NO SIDEWALKS)



ASSESSMENT

NAME _____

Write four or more rules that a pedestrian should follow in order to be safe and avoid accidents.

1. _____

2. _____

3. _____

4. _____

Extra Rules:

PEDESTRIAN SAFETY – THIRD GRADE

LESSON FOUR

"TRAFFIC HAZARDS FOR PEDESTRIANS"

OBJECTIVE FOUR

Given a picture containing a number of pedestrian traffic hazards, the student will identify the hazards and describe the proper action for a pedestrian.

KEY POINTS

1. A traffic hazard is any dangerous situation that could cause injury or pain to pedestrians, drivers, or passengers. Some traffic hazards a student may come in contact with are:

heavy traffic
blind curves
driveways and alleys
drivers breaking traffic laws
unprotected street crossings
objects on sidewalks and streets
other pedestrians

turning cars
backing cars
parked cars
no sidewalks
railroad tracks
construction sites
bicycles

NOTE: Some hazards not mentioned above are covered in separate lessons. Add to this list, if desired.

2. In our daily lives we encounter many traffic hazards. Students must learn to *recognize* these dangers, and learn a satisfactory way to *deal with* each specific situation safely.
3. We have traffic controls – signs, lights, flashers, etc. that often warn pedestrians and drivers of hazards.

MATERIALS NEEDED

The pictures, stories, and Decision Questions accompanying this lesson. (Activities 1, 2, and 3)

Make enough copies of Hazardville for each student in the class, and crayons. (Activity 5)

Drawing paper, pencil, crayons. (Activity 6)

Enough copies of the assessment exercise for each student.

Additional Resource Material

The *Primary Grade Safety Series*, (Code No. 102288), a set of six safety sound-filmstrips, includes "Safety To and From School," "Safety at Home," and "Safety at Play." The filmstrip-cassettes provide opportunities for discussion of safety hazards and aids with the use of inductive reasoning. For information or preview, write to:

McGraw-Hill Book Company
Book Distribution Center
Hightstown, New Jersey 08520

It may be advantageous for your school to purchase this set, or several of the sound-filmstrips, for use with your school safety program.

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. On the chalkboard, write "HAZARD = DANGER." Explain to the students that a traffic hazard is anything that could cause pain or injury to people using the streets and sidewalks.

Show each of the single-sided pictures accompanying the lesson to the student.

children behind car
boy, car turning corner
boy, car backing
"Railroad crossing"

construction site
boy from between cars
heavy traffic

Ask questions like the following:

"What hazard(s) do you see in this picture?"
"Why is that dangerous?"
"What could happen?"
"What would you do in a situation like this?"
"Are there any safety helpers in this picture?" (signals, signs)

Mention that some drivers develop bad driving habits such as not obeying traffic signs or lights. Discuss with students how they can protect themselves from drivers who have bad driving habits (for instance, a driver running a red light.)

2. Show the attached pictures with stories on the back (or transparencies you have made). Ask students what hazards they see. Then read the stories to the students. Ask the Decision Questions following each short story, varying as necessary.

NOTE: You need not use all of the picture stories. Dittoed copies of the pictures and/or stories may be given to each student, if desired.

3. Variation of Activity 2. Read the first story – "Jimmy and the Busy Street." Ask the suggested Decision Questions and discuss. Show another story picture, but read only the first one or two sentences of the next story. (Or set up your own story, taking turns adding details to the story, and finally arriving at a solution. Their goal is to tell of a pedestrian traffic hazard (or two) the child met, and identify the proper actions the child should follow.

Ask decision questions where appropriate, such as:

- a. What other ways might (name of boy or girl) have reacted? What would you have done?
- b. What are the important safety rules that we should think of in a situation like this?
- c. Has anything like this ever happened to you? Tell us about it.

Repeat these procedures with several other pictures.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have the children form small groups and make up either stories or skits to act out.

Each group should choose a different safety hazard to write about or role play, then share it with the entire class. Discuss each situation presented using questions like those given in the Decision Time stories. Focus on possible ways of dealing with each hazard.

5. Give each student a copy of "Hazardville" to color. Have students study the picture and color all the hazards they can find. When most have colored at least six hazards, go through these together. (Teacher copy has list on back.) The students may then finish coloring and take these home. Tell them to see how many traffic hazards members of their family or friends can find in the picture.
6. Have students draw and color pictures of pedestrian traffic hazards they have seen, and have them tell about their pictures.
7. Ask students to notice traffic hazards they see on their way to and from school, and also what warning and helping devices (traffic signs, lights, crosswalks, etc.) they see. The following day discuss the various hazards the children tell about, and discuss how they could eliminate or decrease the hazard as a pedestrian.
8. Show the picture (or transparency), "The Ice Cream Truck." Ask the questions on the back of the picture.

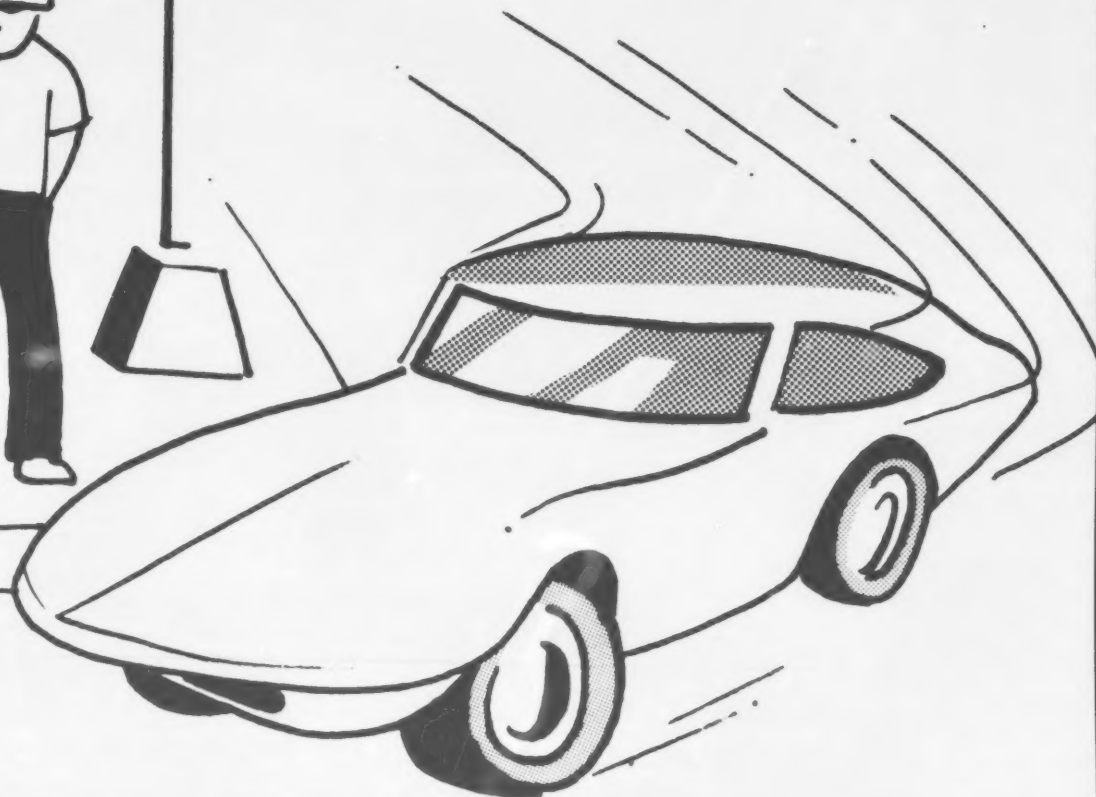
SUMMARY

Ask the students to name some pedestrian safety hazards they would recognize. Review any that they have forgotten to name. (Key Point No. 1).

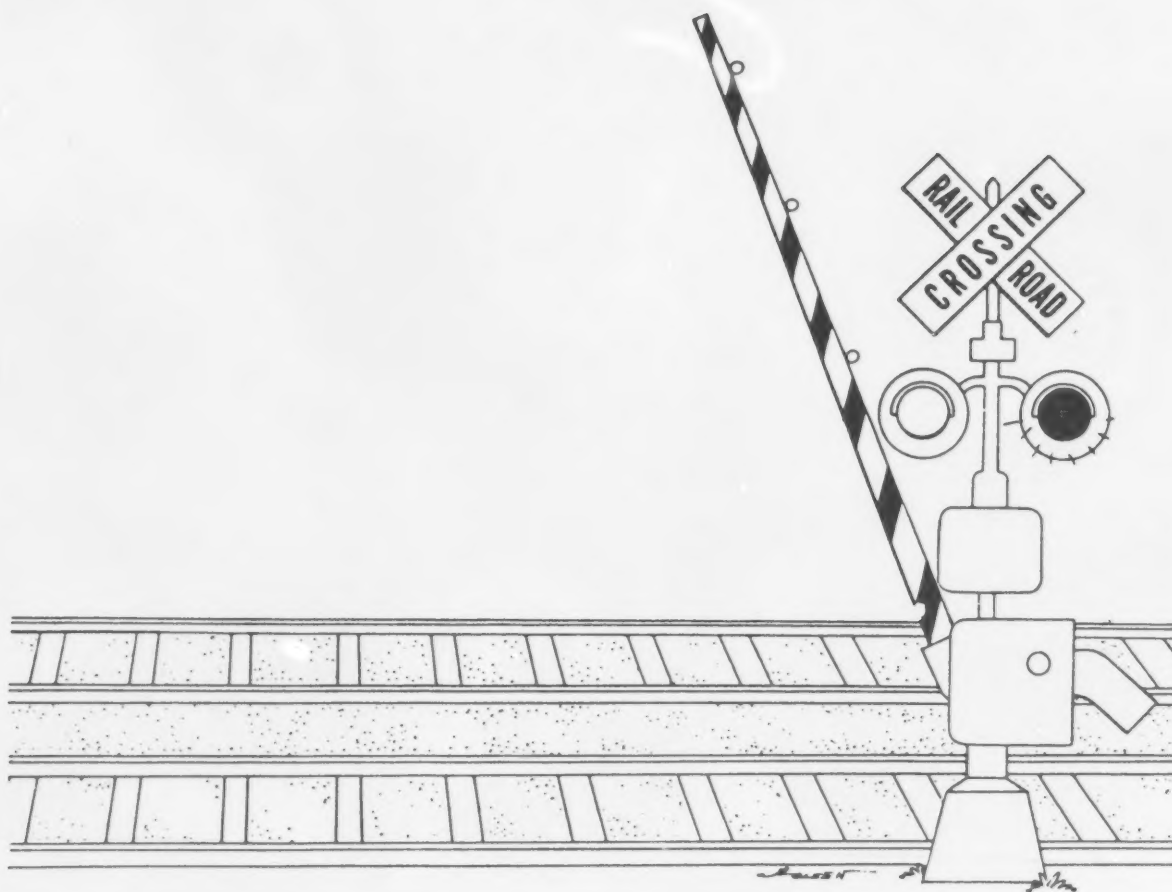
ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise (Trafficville.) Instruct students to circle three or more traffic hazards they see, and number each circle, 1, 2, 3, etc. On the back, have students name the hazards by number and briefly explain how they as a pedestrian would eliminate or decrease that hazard. Accept all valid answers. Collect the exercises and complete the assessment checklist, so you may help those students needing further instruction.









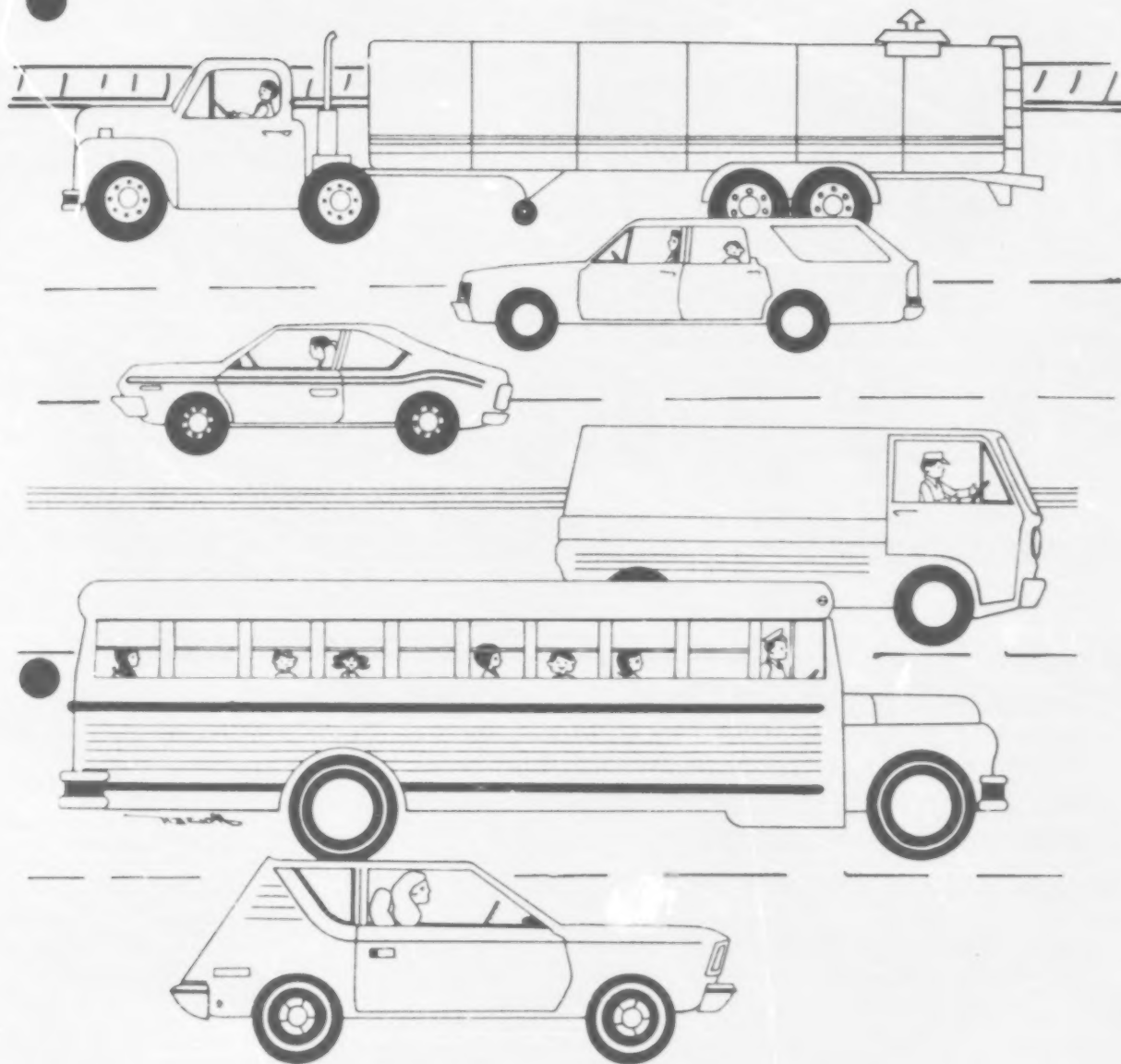
RAILROAD CROSSINGS

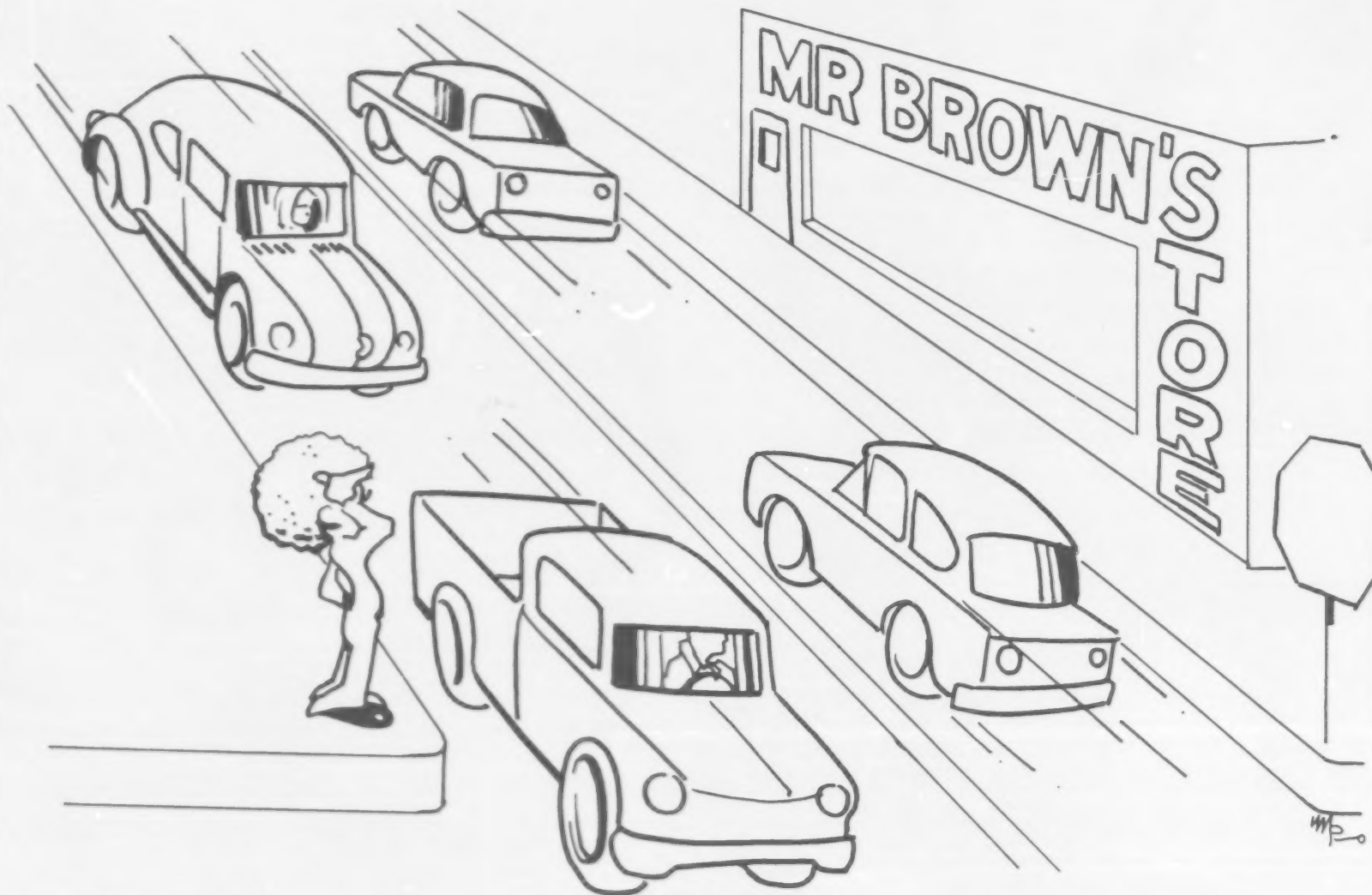


NEVER GO BETWEEN
PARKED CARS



NEVER RUN
INTO THE STREET





JIMMY AND THE BUSY STREET

JIMMY AND THE BUSY STREET

This morning Jimmy's mother gave him a quarter. He wants to spend his money at Brown's Store. The store is across this busy street. The cars and trucks keep on coming and going.

(Show picture)

DECISION QUESTIONS

1. What do you think Jimmy will do? (Accept answers from students?)

Possible leads:

Will he try to run across this busy street?

Will he stay where he is, hoping there will soon be less cars?

Will he go back home and wait until someone older can take him?

Will he walk one block to where there is a traffic light?

2. What would you do if you were Jimmy?
3. What rules should we follow in this situation?
4. When the traffic is this busy, what should Jimmy ask his mother, dad, or big sister to do?



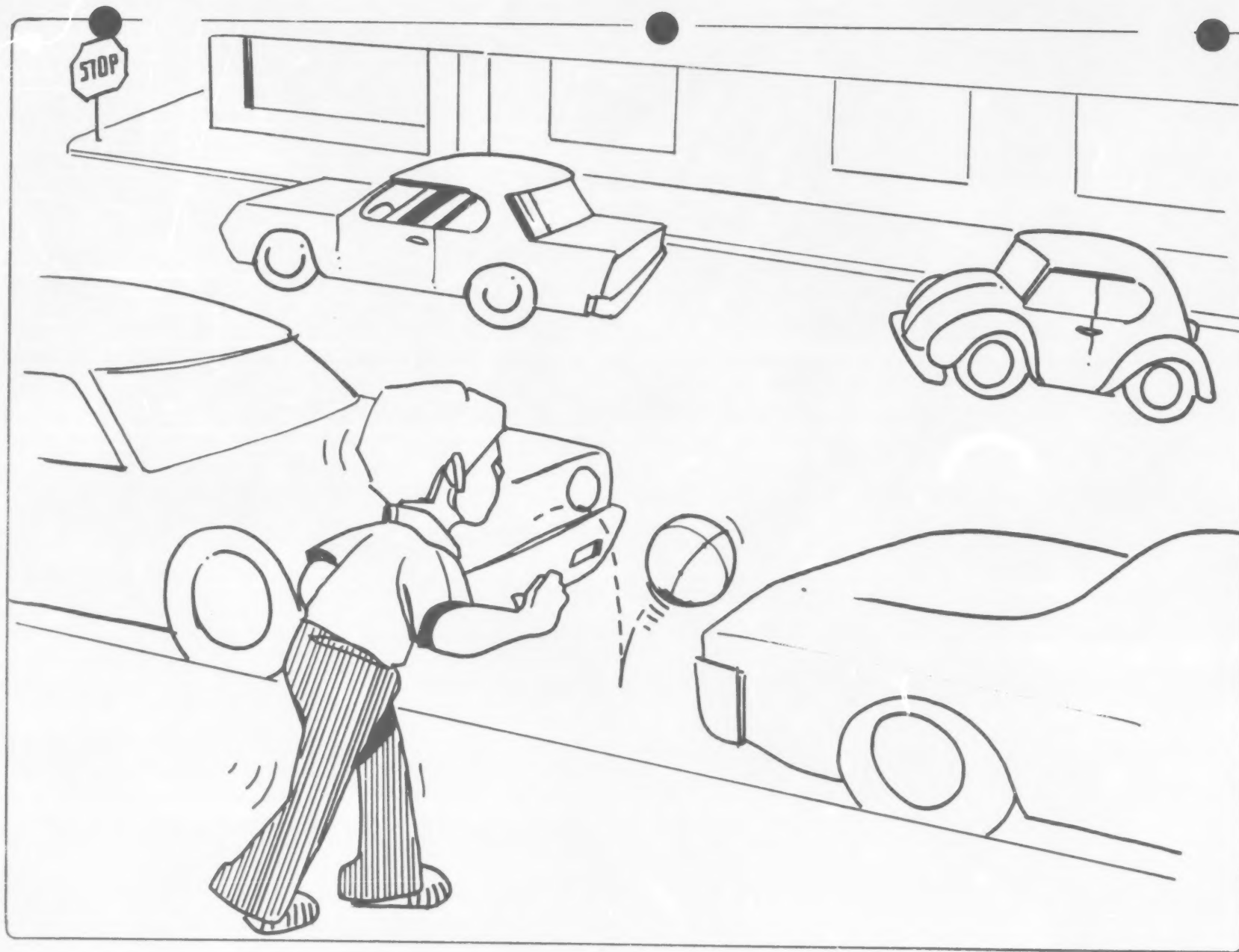
BETTY, THE DRIVEWAY
AND THE BACKING CAR

BETTY, THE DRIVEWAY AND THE BACKING CAR

Betty lives next door to Jimmy. She has a lot of play-things. She likes to play outside on the sidewalk and driveway with them. She gives her dolls rides on her bike and in her wagon. She likes to bounce her ball there, too. Today at noon her daddy parked his car on the driveway. Betty is out playing when she sees her daddy start backing the car from the driveway. Behind the back wheels are her wagon and favorite doll. She calls, "Daddy, Stop!" but the windows are up and he doesn't hear her. She starts running toward the car.

DECISION QUESTIONS

1. What do you think Betty will do?
2. What are some possible outcomes?
3. What should Betty have done in the first place?
4. What would you do if you were Betty?
5. What rules should we follow in a situation like this?
6. Has anything like this ever happened to you? Tell us about it.



MIKE, THE PARKED CARS, AND THE BALL

Mike has a new ball. It is about the size of a basketball, blue, green and white. Last night his father gave it to him. Mike has been practicing bouncing it on sidewalk lines, as he walks along the sidewalk on his way to Jimmy's house. Now he is walking past the factory with all its cars parked parallel to the curb, one after the other. Every space is taken.

He gives his new ball an extra hard bounce. It hits a large crack in the sidewalk, and bounces away from Mike. He grabs for it, but misses, hitting it instead into the street between two parked cars. Mike sees his ball roll into the middle of the street. Then he goes into action.

DECISION QUESTIONS

1. What do you think Mike did? Why?
2. What could have happened to Mike?
3. What would you have done if you were Mike?
4. Are there any other ways this situation might have been handled?
5. What rules should we follow in a situation like this?
6. How might we help other children if something like this happens?

DOGS, CATS AND BUSY STREETS



DOGS, CATS, AND BUSY STREETS

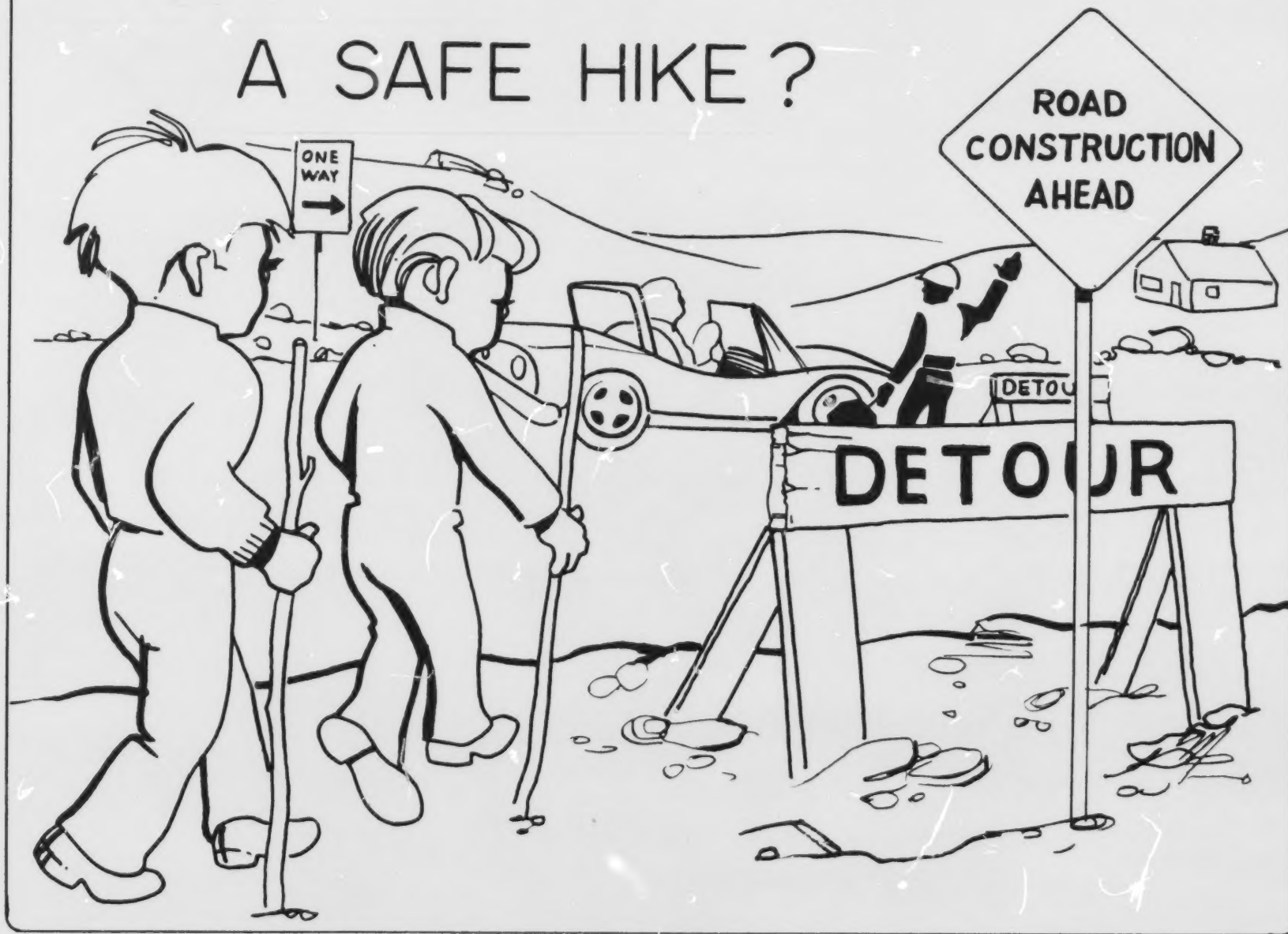
Jimmy's younger sister Alice likes to take Tricks, their dog, on the leash for walks. Mother has told Alice just to take Tricks around their block and not to cross any busy streets with him. Alice has been very careful about this. This afternoon as she was bringing Tricks home, a gray cat ran in front of them and darted across the busy street. Away after the cat went Tricks, leash and all.

"Jimmy!", Alice called.

DECISION QUESTIONS

1. What do you think Alice did? Jimmy?
2. What would you have done if you were Alice? If you were Jimmy?
3. Has anything like this ever happened to you? Tell us about it. What did you do?

A SAFE HIKE?



A SAFE HIKE?

Mike's cousin, Randy, lives 2 miles from him, past the railroad tracks. Today Randy is in front of his house practicing catching his ball. There are no sidewalks by Randy's house. There is only the roadway. And now the highway department is widening the road. There are orange signs with black letters saying "Construction" and "Detour" and "One Way Traffic Ahead." A man in an orange vest directs traffic during the day.

Randy's father has reminded him to be sure to walk on the left facing traffic, and told him to stay away from the highway construction.

This afternoon Randy and Glen, his neighbor from down the road, decide to hike to Mike's house for a visit.

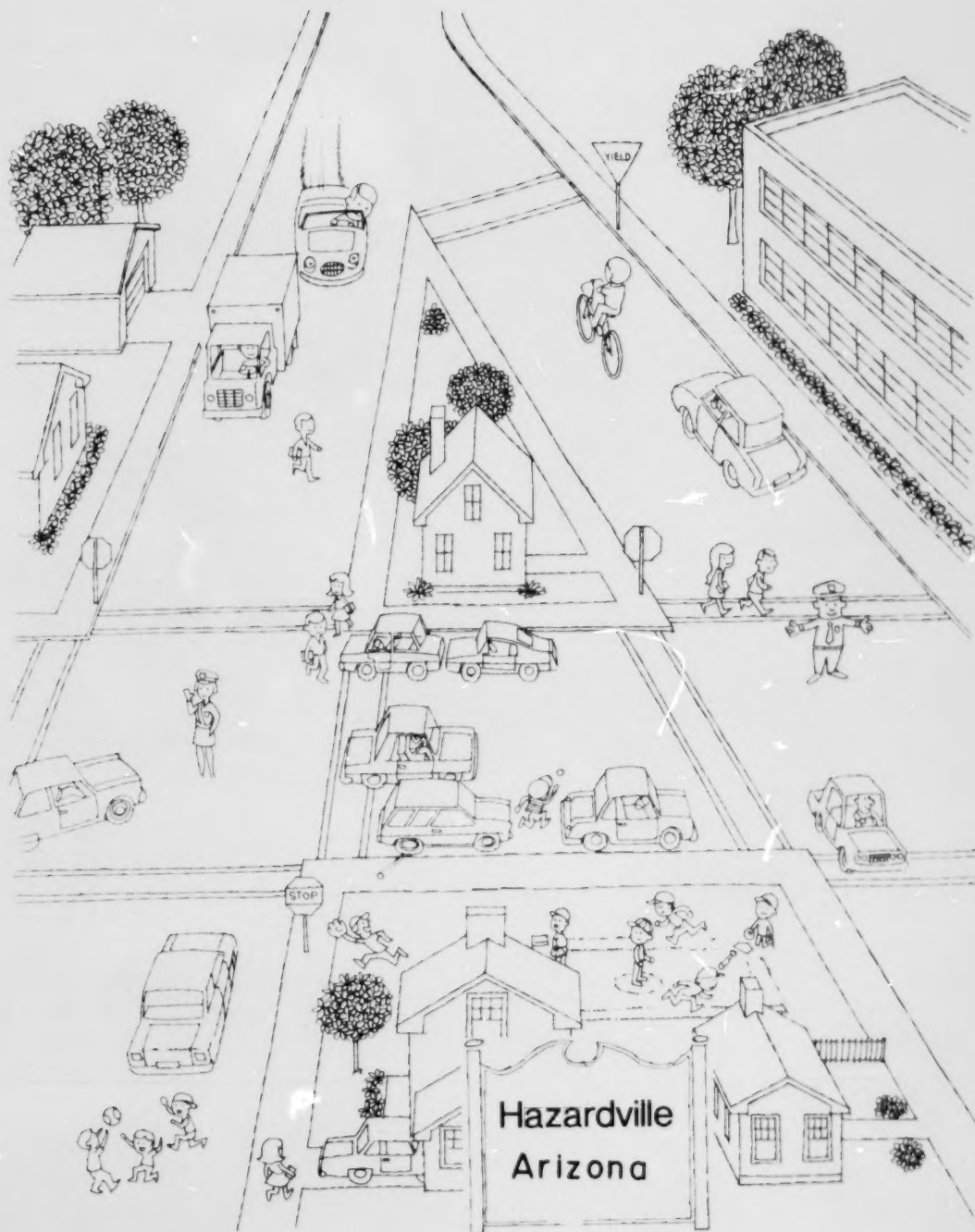
DECISION QUESTIONS

1. What are some good safety rules for Randy and Glen to follow on their trip?
(Make sure an adult knows where you are going, walk on left facing traffic, keep away from road construction area, be careful at railroad crossing, etc.)
2. Have you ever taken a long walk like that?

Tell us about it.

What hazards did you have to deal with?

What safety rules did you follow?



Hazardville

Give each child a copy of "Hazardville, Arizona," showing neighborhood hazards. Explain that the children are to circle all the hazards that they can find. Color the picture when finished.

If used as an assessment exercise, children should find at least 5 hazards in the picture.

Major Hazards Shown in Hazardville, Arizona.

Upper left - Boy crossing mid-block, car about to pass.

Upper right - Boy on bicycle riding in middle of street, and riding with no hands on handle bars.
Yield sign - old style.

Middle - Children crossing street outside of crosswalk. Cars (parked) in crosswalk.

Lower Middle - Boys playing baseball, one running after ball toward street.
Boy running out (after small ball) between two parked cars.

Lower left - Children playing ball in the street.
Girl walking across driveway with a car possibly backing out.

THE ICE CREAM TRUCK



THE ICE CREAM TRUCK

1. In this picture, can you find any dangers?
2. Does the ice cream truck have flashing red lights?
Does traffic stop for the ice cream truck? Why?
3. Do you think that the little girl and boy eating their ice cream are paying attention to traffic?
4. When is it safe to eat your ice cream?
5. What mistake is the boy making who is carrying all the ice cream cups in his hand?
6. If you have to cross the street to get to the ice cream truck, what should you do?
7. You have just bought an ice cream bar from the truck and you have to go back to the other side of the street. Explain how you would cross the street.
8. Your mother has asked you to take your sister across the street to buy an ice cream cone. Explain the safest way to do this and the dangers you have to watch out for. (Don't forget to explain how you're going to take care of your sister while you're looking over the ice cream list).

TRAFFICVILLE



SAFETY HAZARDS IN TRAFFICVILLE

(Suggested safety rules in parentheses):

Upper picture
left to right:

Boy crossing in middle of block - jaywalking. (Cross at corners. Use crosswalks.)

People crossing with light, but NOT looking for turning cars. Car turning left into pedestrians. (Keep watching traffic as you cross.)

Children playing ball near a busy street. Boy running after ball toward street. (Don't play near busy streets. Never run into the street. Look for traffic before entering street.)

Children behind car on driveway. (Don't play near parked or backing cars.)

Lower picture
left to right:

Construction site - holes. Pedestrian near. (Stay away from construction.)

Animal running loose into busy street.

Boy on bike in middle of road. (Don't play in street or around traffic.) Cross at corners.

Child standing in back of pickup. (Sit down, preferably inside.)

Toys scattered on sidewalk. (Put toys away.)

Boy after ball into street. Car coming. (Never run into street or between parked cars.)

PEDESTRIAN SAFETY – THIRD GRADE

LESSON FIVE

"SPECIAL CONDITIONS"

OBJECTIVE FIVE

Given examples of special conditions for pedestrians, the student will describe the proper actions or precautions that pedestrians should take with each special condition.

KEY POINTS

1. Some special conditions students must become aware of are:
 - a. bad weather - rain, snow, fog, etc.
 - b. times of day when traffic is heaviest.*
 - c. darkness - nighttime.
 - d. no sidewalks.
 - e. shopping centers.
 - f. driveways.
2. Students must understand that special conditions can become unsafe situations and require special precautions. Examples of precautions:
 - walk facing traffic
 - dress so you can be easily seen.
 - look carefully for backing cars.
 - avoid stepping out from between parked cars.
 - avoid carrying large things that will block your seeing cars.

*NOTE: The greatest incident of accidents involving school children is from 3 p.m. to approximately 6 p.m. Noon is the next most dangerous time, and the morning hours around 8 a.m. are next.

MATERIALS NEEDED

The pictures accompanying this lesson, or transparencies you have made. A copy of the newspaper weather forecast. (Activities 1 and 3)

White, light, and dark pieces of cloth or construction paper, black paper, and a flashlight. (Activity 2)

The pictures with stories on back, "Look Before You Act".

"A Walk Along the Highway." Transparencies, if desired. (Activities 4 and 5)

Homer, the paper doll, and his clothing colored and cut out. (Activity 6)

Enough copies of Homer and his clothing for each student. (Activity 7)

Enough copies of the assessment item for each student.

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss weather and time-of-day conditions.

- a. Show students the picture "Weather" (or the transparency you have made). Explain to students that traffic accidents are the result of unsafe conditions and unsafe actions by pedestrians and drivers. Ask several students to name one of the weather conditions shown and tell whether they think it would cause an unsafe condition and why. (Hard for cars to stop, hard to see, and be seen, easier to slip or slide for *both* cars and pedestrians, etc.)

Discuss what the students as pedestrians might do in each of these situations so they won't be involved in an accident. (Wear proper clothing [easy to see], don't let umbrellas or packages get in the way of seeing things, be more careful crossing streets, always make sure the way is clear, don't play or scuffle, etc.).

- b. Bring the newspaper weather forecast and read it to the students. Discuss the accuracy of weather forecasting, and how students can plan how they are going to dress, whether boots or umbrellas are needed, etc., using the forecast.
- c. Show students the picture or transparency, "Time of Day." Point to each view as you ask the questions.

Morning view. Ask several students to describe what the morning weather and traffic conditions are when they come to school. (Crowded, hurrying, etc.)

Afternoon. Time is about 2 p.m. Discuss why there isn't much traffic then.

Evening. Time is about 3 p.m. to 6 p.m. This is when most accidents involving children under 14 years of age occur. Discuss. Why might this time be more dangerous than other times? (People hurrying home from school and work, tired, minds on other things, etc.).

Night. There is less traffic, but it is harder to see and be seen. Discuss. How can we make ourselves more easily seen if we must go out at night?

2. Demonstrate how white or light colors are easier to see at night and on dark days. Tape white, light, and dark pieces of cloth of various shapes on large black pieces of paper. Turn classroom lights out and place the samples at the opposite end of room. Shine a flashlight on each so the children can see its reflective qualities. Discuss what connection this has with dressing properly when going out in bad weather or at night.

How should you dress to be more easily seen — in fog? — in snow? — in rain?

Is it easier to see a large person or a small person? — someone close or far away? — someone dressed in light clothing or dark?

3. Discuss other unsafe conditions.

- a. Show the picture with no sidewalks and the people walking on the left side of the roadway facing traffic. Explain that when there are no sidewalks, this is an unsafe condition, also. Ask questions like the following:

Why are the children walking on the left side of the road? Why is this a good idea? (No sidewalks, can see the traffic and know when it is necessary to move over further; for example, when cars pass on a narrow roadway.)

Why would it be dangerous to walk with the traffic, instead of facing it? (Can't see traffic)

Why would it be dangerous to walk on the roadway? (Easily hit, drivers don't expect a pedestrian there, streets are for cars, trucks, etc.).

What is a good safety rule to remember about walking on roads without sidewalks?

- b. Show the pictures of the shopping center parking lot.

Is this a safe place to walk? What kind of traffic conditions do we have at a shopping center? (Many parked cars, many people carrying bundles, etc.)

Why must we, as pedestrians, be especially careful in large parking lots? (When people walk out from between parked cars, it is hard for drivers to see people in time to keep from hitting them. Children are short and hard to see. Backing drivers cannot always see behind them. People with bundles often cannot see where they are going.)

What are some good safety rules to follow at shopping centers? (Always use walk lanes. Watch for cars with drivers in them in parking places. Listen to hear if car

engines are running. *Stay* with grownups, if possible. Be sure drivers in cars see you before you go in front or behind them, if the engine is running.)

- c. Show the picture of the driveway with the parked car. Why is this an unsafe situation? (Driveway, hedge, parked car, hard to see for both pedestrian and driver, etc.)

What are some good safety rules to follow when approaching driveways?

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Before reading the situation story, "Look Before You Act," show the picture or transparency you have made. Explain that this is a night picture. Ask lead-in questions like the following:

What unsafe conditions do you see?
What color is the light shown? (red)
Should the girl be in the crosswalk?
Should the car be there?
What do you think happened?

Read the story, "Look Before You Act." Ask the Decision Time questions. Stress that special conditions like walking at night make it necessary to be extra careful.

5. Ask lead-in questions about special conditions and show the picture, "A Walk Along the Highway." Read the story and ask the Decision Time questions.
6. The teacher colors Homer, the paper doll, and puts him on cardboard backing. Homer's clothing is colored appropriately for different conditions. The students select the appropriate clothing for the different weather and time-of-day conditions each day for several weeks.
7. Students may make up skits using Homer as their main character. Or each student can color Homer and his clothing.

SUMMARY

Remind students that special unsafe conditions require special precautions for pedestrian safety. Ask students to describe what actions or precautions they would take in the following special conditions: rain, snow, fog, cloudy days, night walking, shopping centers, no sidewalks, driveways.

ASSESSMENT PROCEDURE (OPTIONAL)

On the board write the following "rules" a pedestrian would follow when there are special conditions:

Walk facing traffic

Dress so you can be easily seen

Look carefully for backing cars

Avoid stepping out from between parked cars

Avoid carrying large things that will block your seeing cars

(You may add other "rules," if desired)

Give each student the two-page assessment item. Instruct students to write under each picture one or more ways to deal with each special condition shown. These may be selected from the list on the board. Read each of the safety rules for the students. (If some children have difficulty reading, you may want to arrange for them to answer orally.) Collect the exercises, complete the assessment checklist, and give help where needed.

WALK FACING TRAFFIC

(IF THERE ARE
NO SIDEWALKS)



WALK FACING TRAFFIC

Why are the children walking on the left side of the road?

(There are no sidewalks; pedestrians can see the traffic and know when it is necessary to move over further; for example when cars pass on a narrow roadway.)

Why would it be dangerous to walk with the traffic, instead of facing it?

(Can't see traffic. Drivers expect pedestrians to walk facing traffic.)

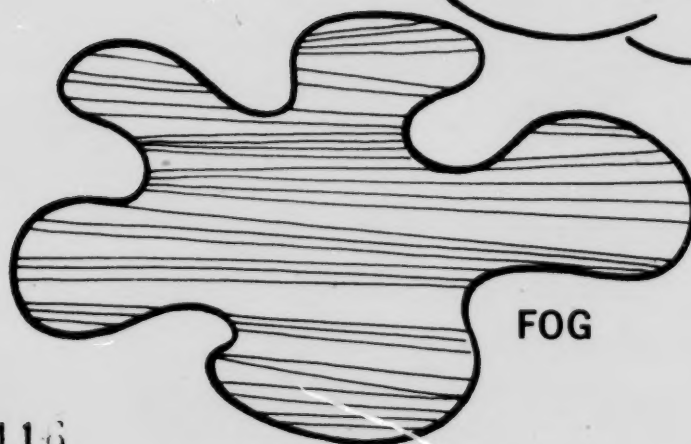
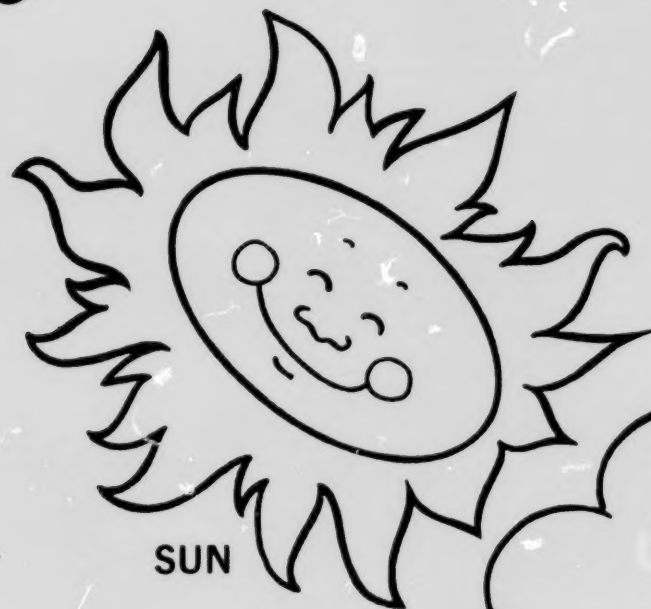
Why would it be dangerous to walk on the roadway?

(Easily hit, drivers don't expect pedestrian there, streets are for cars, trucks, etc.)

What is a good safety rule to remember about walking on roads without sidewalks?

(Don't walk on the road, walk on the side of the road facing traffic, etc.)

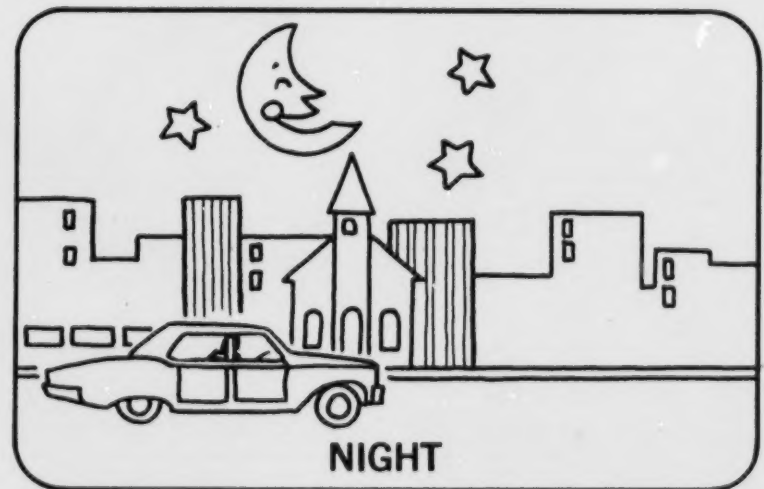
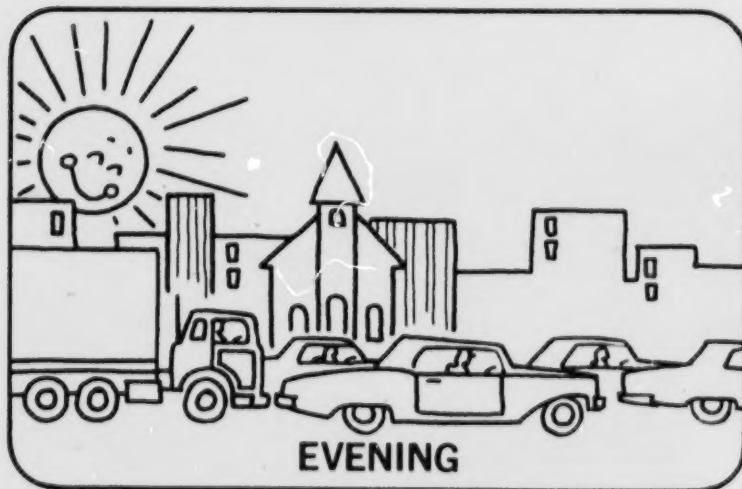
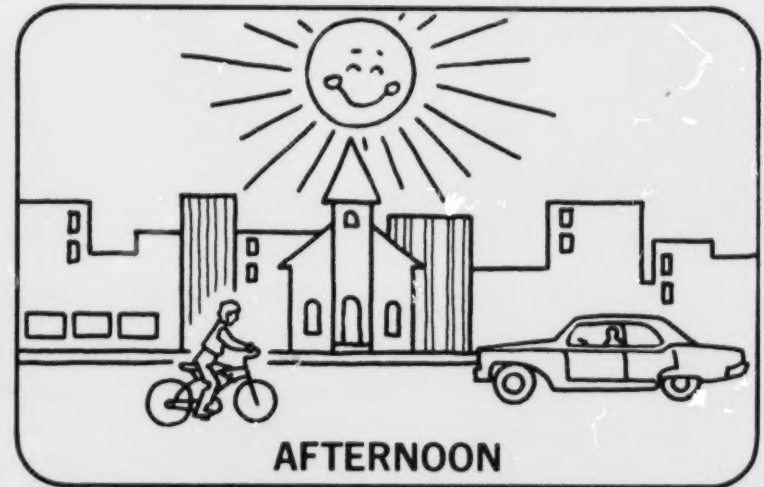
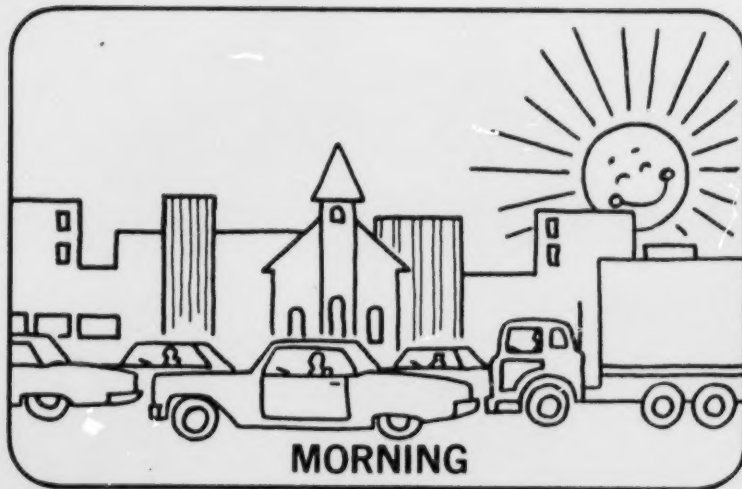
WEATHER

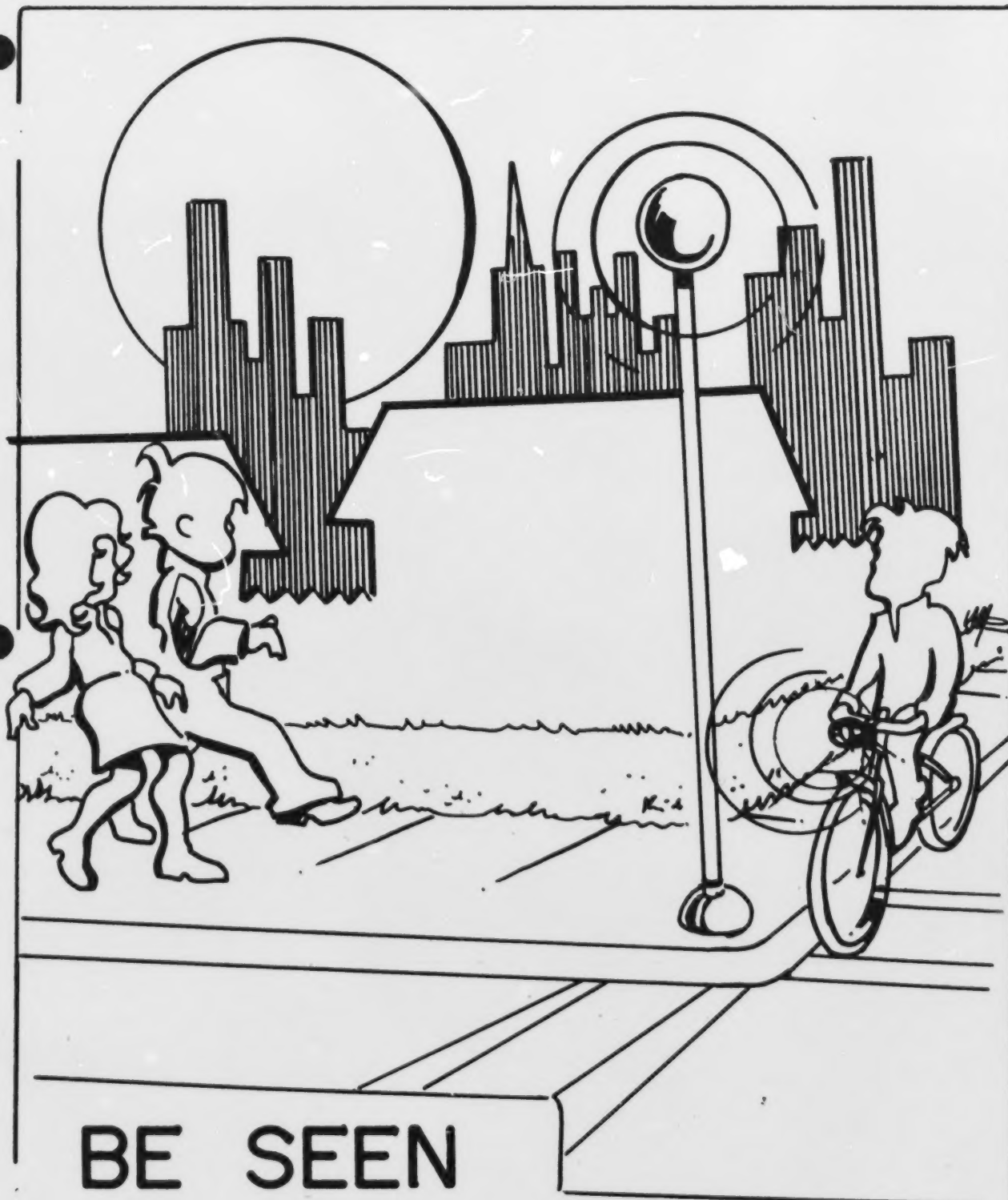


116

117

TIME OF DAY





BE SEEN

WEAR WHITE AT NIGHT



SHOPPING CENTER PARKING LOT

Is this a safe place to walk?

What kind of traffic conditions do we have at a shopping center?

(Many parked cars, people carrying bundles, etc.)

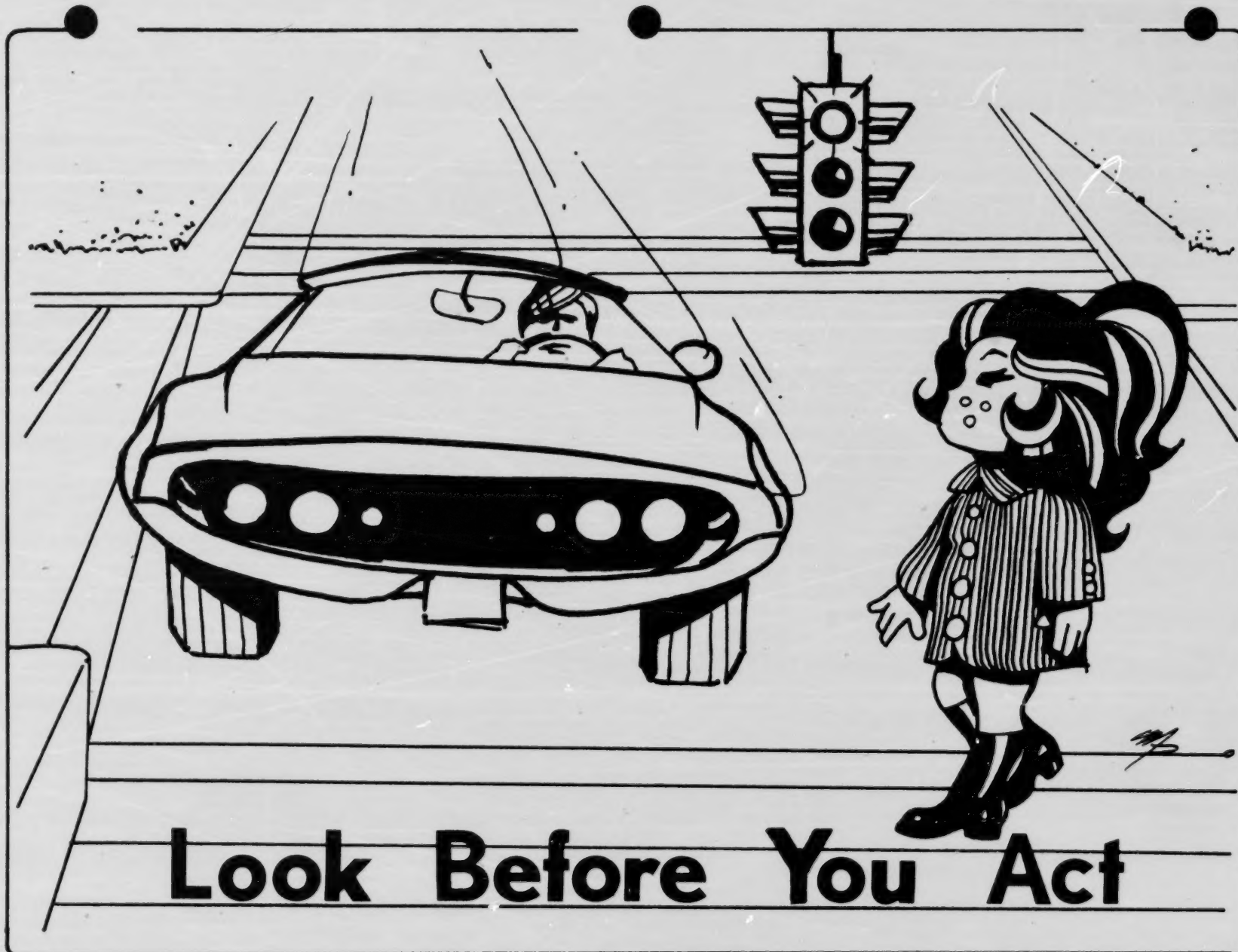
Why must we as pedestrians be especially careful in large parking lots?

(When people walk out from between parked cars, it is hard for drivers to see people in time to keep from hitting them; children are short and hard to see; backing drivers can not always see behind them; people with bundles often cannot see where they are going; cars may turn into the path of a pedestrian, etc.)

What are some good safety rules to follow at shopping centers?

(Always use walklanes; watch for cars with drivers in them in parking places; listen to hear if car engines are running; stay with grownups, if possible. Be sure drivers in cars see you before you go in front or behind them if the engine is running.)





LOOK BEFORE YOU ACT

Jackie had to be back at school at 7:30 that evening for dress rehearsal in preparation for the show which was to begin at 8:30. All the parents of the upper-grade children were scheduled to attend that evening and rehearsals had taken up many of Jackie's mornings and afternoons prior to and after the school day.

It was chilly outside as Jackie left her house for the 6-block walk to school. Her parents would follow later and drive her home after the concert. She was dressed warmly in her brand new, dressy brown swede coat, brown boots, and dark gloves.

She walked down the block, turned down Lake Avenue and walked quickly toward Main Street. The lights glowed from each house as she passed by. She hummed quietly to herself as she made her way. When she arrived at Main Street, she waited on the curb for the light to change. Finally, the signal turned green and she started across the street.

A car was approaching in the distance at a fairly fast clip. Jackie paid little attention to it, assuming that it would slow down and stop for the light. As she neared the middle of the street, she realized that not only was the car not going to stop, but also that the driver did not see her. She froze in her tracks, trying to decide what to do.

IT'S DECISION TIME

1. Should Jackie go back to the curb? -proceed to the other side? -stay where she is?
2. What would you do in this situation?
3. What should Jackie have worn to be seen more easily?
4. What are some safety rules we should follow in a situation like this?
5. Has anything like this ever happened to you? What happened? How did it come out?



A WALK ALONG THE HIGHWAY

A WALK ALONG THE HIGHWAY

Timmy and his younger sister Martha live where there are no sidewalks. Their Mom and Dad have told them to stay away from the highway nearby. Today is rainy and they want to visit their cousin Len, who lives near the highway around the curve about 1/2 mile away. Mother said she will take them later. Timmy wants to go now. Martha does, too. "If we walk so we can see the cars coming and are careful, we'll be safe," Martha tells her mother. Mother agrees, and the children dress in bright raincoats and boots and start out to Len's house. But the side of the highway is mushy and slippery. It's hard walking. "It won't hurt to walk on the road," Timmy tells Martha, "It's easier to walk there." "But roads are for cars and trucks", Martha replies, "And besides, it's hard for cars to stop when it's raining. What if you can't get out of the road on time?" Timmy turns toward the road and beckons Martha to come.

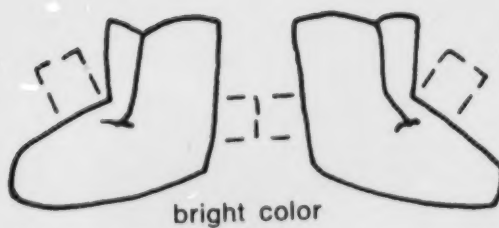
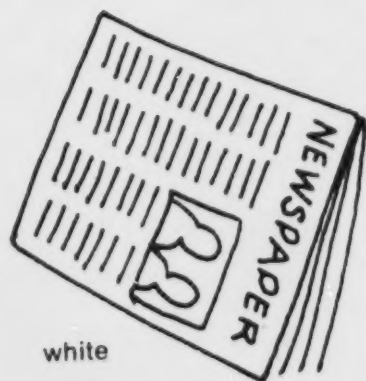
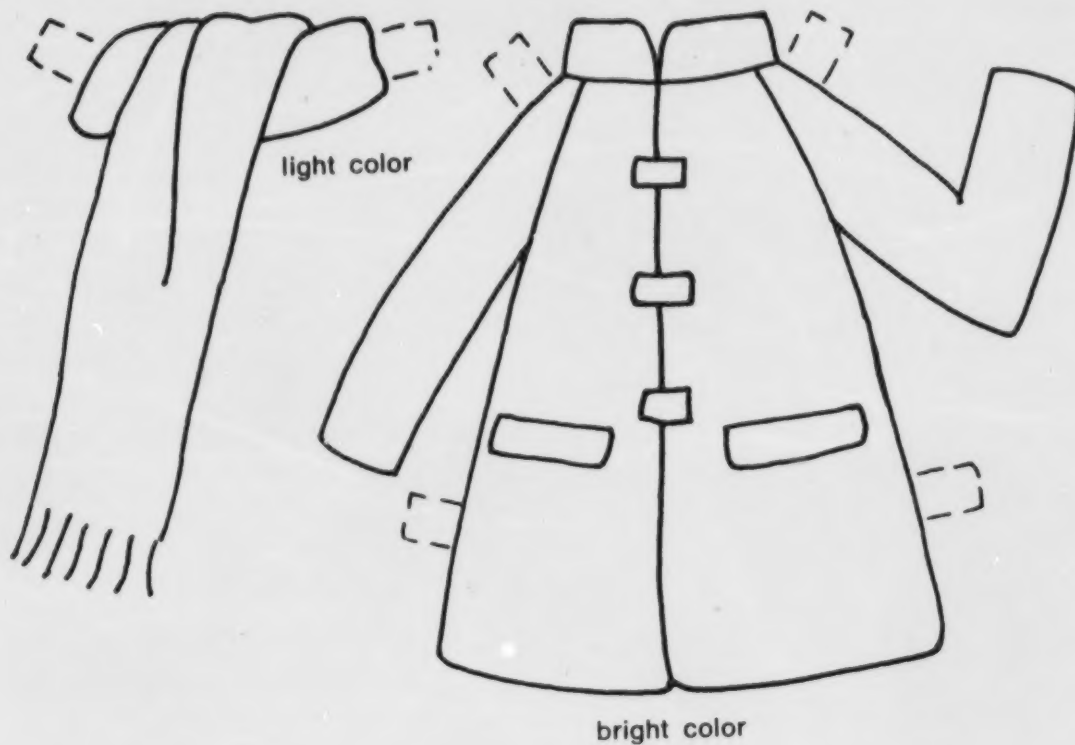
DECISION TIME:

1. Should Martha go with Timmy?
2. Should Timmy walk on the roadway?
3. How would you handle this problem if you were Martha?
If you were Timmy? (Go back home and wait for mother, walk slower, etc.)
4. Has anything like this situation every happened to you?
Tell us about it.

HOMER



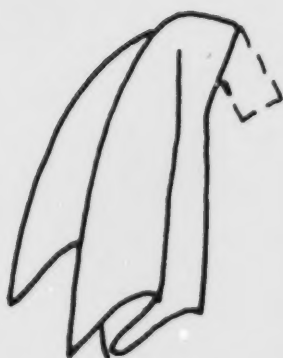
DARK & RAINY DAYS



DARK & CLOUDY



light color



white



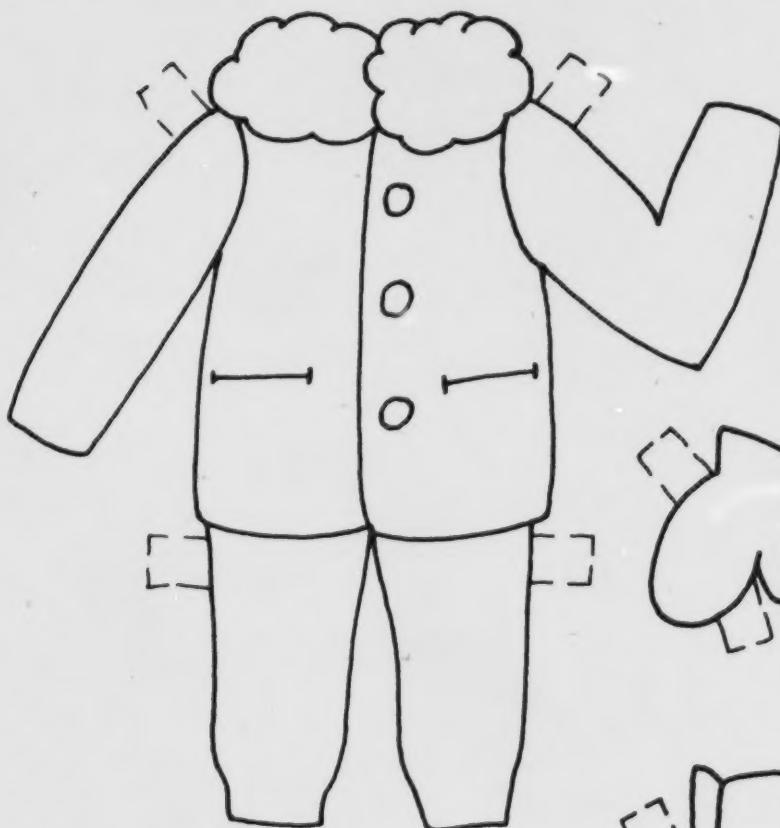
bright color



SNOWY DAYS



dark color
OR
BRIGHT



dark color
OR
BRIGHT



light color



dark color
OR
BRIGHT

ASSESSMENT

NAME _____



1



2

ASSESSMENT

NAME _____



3



4

PEDESTRIAN SAFETY – THIRD GRADE

LESSON SIX

"OBEY CROSSING GUARDS"

OBJECTIVE SIX

Given a situation which involves crossing the street at a crosswalk supervised by a crossing guard, the student will explain or demonstrate the proper method of crossing with the crossing guard.

KEY POINTS

1. Crossing guards are employed to guide and protect children against traffic accidents on busy streets near their schools and to teach them how to cross the street.
 - a. Some of the duties crossing guards perform are:
 - (1) Wait for a break in traffic and then guide children across the busy street.
 - (2) Direct children to stay on the curb when there is heavy traffic, while they are waiting to cross.
 - (3) If the crosswalk is on a corner by a traffic signal, the crossing guard should:
 - (a) Make sure approaching cars stop when the light turns green.
 - (b) Check for turning cars and be sure students do too.
 - (c) Direct stragglers to stay on the curb or roadside until the next light change, and the crossing guard directs them across.

NOTE: These things are NOT part of the crossing guard's duties: He is NOT there to direct other traffic, such as cars, trucks, motorcycles, buses, etc. He is NOT there to correct students who are behaving badly.

- b. Ways children help crossing guards do their job:
 - (1) Paying attention to what the crossing guard says.
 - (2) Waiting back from the curb or edge of road until signaled to cross.

- (3) Waiting quietly, without kicking, pushing, shoving, or making faces.
- (4) Crossing in the crosswalk lines, quickly but without running.

MATERIALS NEEDED

Pictures accompanying this lesson, or transparencies made of them. (Activity 1)

Enough copies of the small boy crossing guard and crosswalk picture for each student. (Activity 3)

Make copies or write "fill in the blank" statements on the board. (Activity 5)

Enough copies of the STOP sign for each student. Colors, paste, cardboard, popsicle sticks, grocery sacks or crepe paper. (Activity 6)

Color a STOP sign and mount on cardboard. Chalk or masking tape. (Activity 7 and Assessment)

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss with the students what things near the school help children cross the street. (Signs, crosswalks, signals, crossing guards, etc.) Ask the following two riddles:

*I am two solid lines
Painted on the street.
When you cross, I show
The best place for your feet.
What am I?
(Crosswalk)*

*I stand by the crosswalk
With my sign you all know.
I tell when it's safe
For children to go.
Who am I?
(Crossing guard)*

From this lead into a discussion of the crossing guard's role as a safety helper and the functions he/she must perform as part of his daily duties. Discuss also the things that are not his duties. (in Key Points) Show the pictures of crossing guards.

2. Have students observe the crossing guard and children crossing. Ask them to notice:
 - The equipment the crossing guard uses. (vest, stop sign, badge)
 - Where and how the children should stand while waiting to cross.
 - Good and poor behavior of students waiting to cross.
 - How the crossing guard signals children to cross and cars to stop.
 - How children can help the crossing guard and other children.

Ask students:

- Why do you think crossing guards wear bright vests? (or fluorescent belts)?
Carry a stop sign?
- Why should crossing guards be obeyed?
- Where should students stand and wait?
- When is the proper time to cross?
- Where and how should you walk?
- Why do schools use crossing guards?

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Give each student a copy of the small boy crossing guard with the car and crosswalk. Have them draw in what he is missing (STOP sign), then draw footprints where they would cross and color the picture, filling in any details they want. Encourage the students to take these home and explain to Mom and Dad.
4. Invite a crossing guard to visit your classroom. Have students prepare thoughtful questions to ask the crossing guard. These should include:
 - a. His/her duties as a crossing guard.
 - b. Equipment.
 - c. Proper procedures in crossing street when a crossing guard is on duty.
 - d. How students can help the crossing guard do a good job.
5. Write the following on a ditto, transparency, or the board:

Fill in the blanks with these vocabulary words:

lead directions obey cross policeman

- (1) The crossing guard is not a _____.
- (2) He or she will tell us when to _____ the street.
- (3) He may _____ us across.
- (4) We should always follow his _____.
- (5) We should always _____ the crossing guard.

Discuss what each sentence means.

6. Give each student a copy of the STOP sign to color and cut. These may be pasted on cardboard using a popsicle stick for the handle. Have students make crossing guard vests from crepe paper or grocery sacks. Use these for Activity 7.
7. Role play "crossing guard" in the classroom or playground. Make a "STOP" sign from cardboard and a short stick. With chalk, masking tape, or string attached with nails make a simulated crosswalk. Have several students take turns being the crossing guard while other students act as pedestrians and cars. Cars should slow down as they approach the crosswalk and guard. Both cars and pedestrians should obey the crossing guard. You may want to have students role play improper dangerous behavior, then correct behavior.

SUMMARY

Ask the students why we need crossing guards, how they help us, and how students can help them. Review Key Points, if necessary.

ASSESSMENT AND PROCEDURE (OPTIONAL)

Take students to the school crosswalk supervised by a crossing guard. (Or make a simulated crosswalk in the classroom or on the playground, as in Activity 7. The teacher then acts as crossing guard while groups of students take turns as pedestrians and cars.)

Have each student explain one reason for having a crossing guard and one reason why the crossing guard should be obeyed, then demonstrate:

- a. Where and how to stand and wait.
- b. Crossing at the proper time.
- c. How and when to walk.

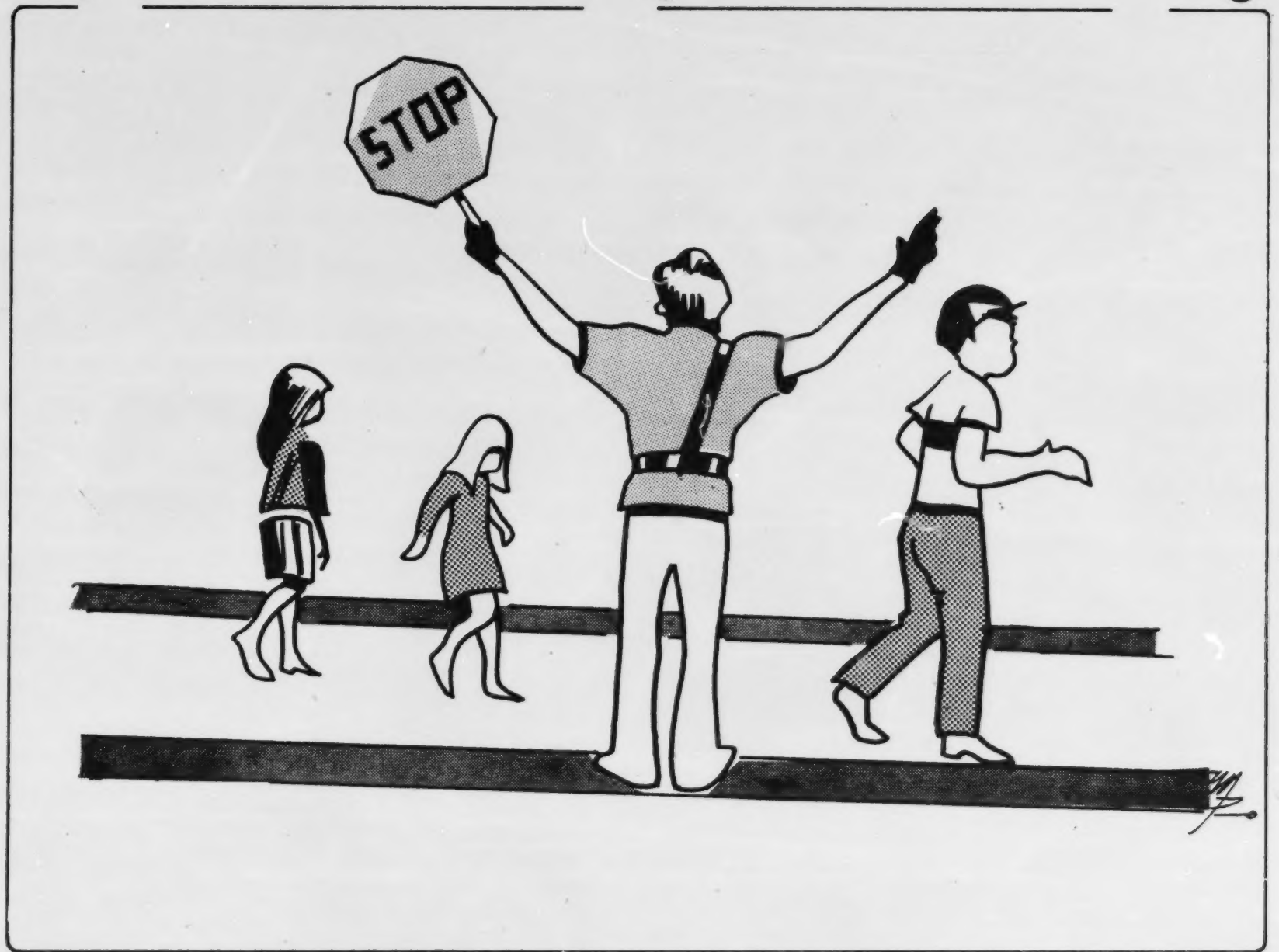
To reach the lesson objective, the student should do all of the above correctly. Complete the assessment checklist and give remedial help where needed.

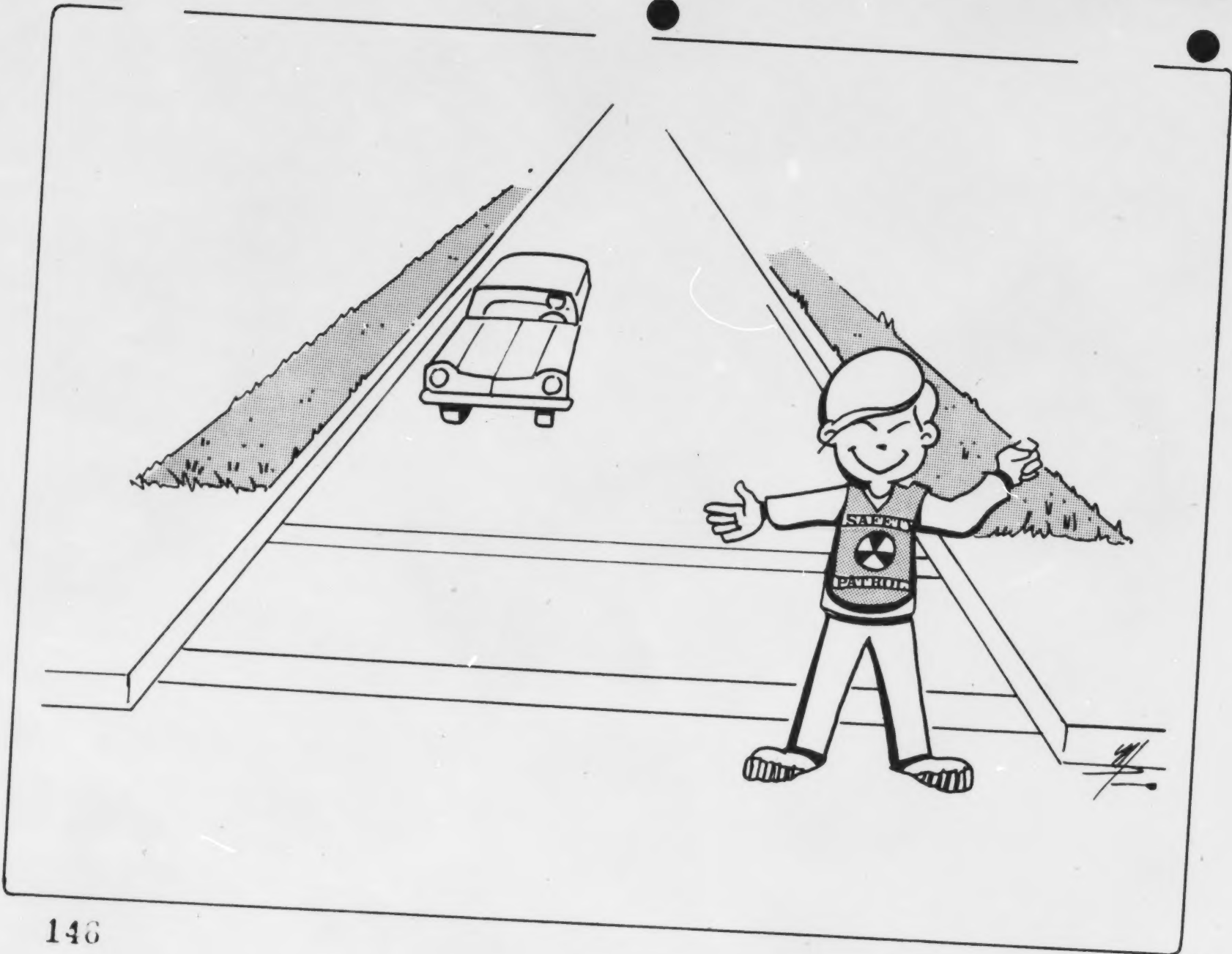
STOP SIGN



Color the sign red, leaving the letters and the border white.







PEDESTRIAN SAFETY – THIRD GRADE

LESSON SEVEN

"BE COURTEOUS TO OTHERS"

OBJECTIVE SEVEN

Given examples of courteous and discourteous behaviors involving pedestrians, the student will identify the safe and courteous behaviors.

KEY POINTS

1. Sidewalks are mainly for pedestrians to move on; streets are mainly for cars, trucks, motorcycles, and other vehicles.
2. We can be safe and courteous pedestrians and avoid accidents by:
 - a. Respecting the rights of other pedestrians and drivers.
 - b. Obeying traffic signs and signals, and other traffic controls.
 - c. Never pushing, bullying, or crowding others.
 - d. Giving other pedestrians the right-of-way:
 - keep to the right of the sidewalk and crosswalk.
 - don't block the way of other pedestrians.
 - e. Staying out of the street, unless it is necessary to cross.
 - f. Never leaving toys or other objects on the sidewalk.
3. Sometimes drivers and pedestrians do not obey the laws, and are discourteous and thoughtless. We must know what to do when we meet people who are careless or break the law.

MATERIALS NEEDED

Pictures accompanying this lesson. Make transparencies or student copies. (Activities 2, 5, and 6)

Drawing paper, pencil, crayons. (Activity 4)

Enough copies of the assessment exercise for each student.

PD-III-7-1

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. With the children, make a list of how they have cooperated and been courteous with others. The teacher or a class secretary can write a brief summary of these on the board. Include ideas like:
 - a. Helping one another.
 - b. Thinking of others.
 - c. Using good manners with each other.
 - d. Sharing with one another.
 - e. Cooperating with one another.
 - f. The "Golden Rule"; i.e., "Do unto others as you would have others do unto you."

Discuss how the students felt when they either helped or shared with others. Ask students to describe what their classroom would be like if everyone did and said exactly what they pleased. Would the classroom be a pleasant, safe, and orderly place to be? Safety depends on thoughtfulness, care, and cooperation.

From this, lead into a discussion of how the rules of courtesy and safety help make the world an orderly place to live. As pedestrians, we can use these same rules of courtesy. Ask students *how* they can be safe and courteous pedestrians when they are using the sidewalks and streets. (Key Point No. 2 has examples.) A pedestrian is anyone who is standing, walking, or running on the sidewalk or street. Why would the practices they mention make it safer for pedestrians? Encourage students to find their own rules for pedestrian courtesy and safety.

2. Ask students why they think each of the following rules of courtesy would make the world a more pleasant, safe, and orderly place to live. (Some rules have accompanying pictures. These are marked*.)
 - a. Respect the rights of motorists. Stay out of the street.
 - (*1) Stand on the sidewalk back from the curb while waiting for the signal to change, waiting to cross the street, or waiting for a bus.
 - (*2) Look at the drivers' eyes to be sure they see you and stop before crossing the street. Pay attention while crossing.
 - (*3) Yield the right-of-way to cars, trucks, and other vehicles. (Right-of-way is the right to go first.) You have the right of way **ONLY** when other people **GIVE**

you your right to go. Even if you are in a crosswalk and the law says you have the right to cross, the car drivers must stop and *allow* you to cross before you can do it safely.

- (*4) Obey all signs, signals, police, crossing guards, etc.
- (5) Don't jaywalk. (Diagram jaywalking on the board, if necessary.)
- (6) Don't play in or near a roadway.
- (*7) Never go between parked cars into the street.
- (*8) Never run into the street for any reason. Walk quickly when crossing.

Do we have more control when we *walk* or when we *run*?

Do drivers expect people to run into the street?

Is it easy for a moving car to stop quickly?

What might happen if each of these rules of courtesy were broken?

b. Respect rights of other pedestrians.

- (1) Give the right-of-way (right to go first) to other pedestrians.
- (*2) On a busy sidewalk, walk single file and move to the right. Don't crowd or push. Allow room for others to move freely.
- (*3) Don't be a bully — push, shove, chase, or hit.
- (4) Put bicycles and toys away from walking areas.
 - Do not leave them on the sidewalks.
 - Always put them away where they belong.
 - They can cause someone to fall.
 - They can be stolen.

What could happen if each of these rules of courtesy were broken?

- 3. Form small groups. Instruct each group to tell about the times they saw pedestrians being kind and helpful, and to choose one example to act out for the class. This is to be acted in pantomime without words, or with only sounds. Students may act as car drivers, pedestrians, bus driver, bicyclists, houses, traffic signals, etc. — whatever is needed. After each group finishes, the class can guess what they saw happening.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. As in Activity 3 above, have students look for and tell about the times they saw pedestrians being kind and helpful, and setting good examples. They draw and color pictures of these happenings. (Or you may have them color one long strip of butcher paper with these happenings for a class mural.)
5. Show the pictures (or transparencies) of dangerous situations from Activity 2. Encourage students to identify the hazards involved, predict consequences, and recognize preventive actions.
6. Make copies of the safety pictures used in Activity 2. These may be colored and put up on a bulletin board or classroom display. Or students may use the pictures as models for drawing their own safety rule pictures.
7. Sometimes drivers and pedestrians are thoughtless. Read the following situations to the class. Ask students how they can be prepared for such situations. Encourage formulating and learning rules of courtesy.
 - a. As Ted leaves school today, he leaves by the front entrance. As he crosses the street (or drive) a worried mother rushes up in her car without looking. What could happen to Ted? What could he do to be prepared for such drivers? Do you think there are a lot of such drivers? Why?
 - b. Jane is walking on the sidewalk. As she comes to the corner, suddenly a boy on a bike with a passenger passes by very fast. He doesn't see Jane. What could happen? Why? How could Jane be more prepared for such a bicycle rider? Why do you think the boy behaves that way?

Has anything like this ever happened to you? Tell us about it. How did you react? What did you do?

8. Have a safety "Do-Gooder Box." Encourage children to write little notes to classmates they have observed following *good* pedestrian habits. Read them at the end of the week.

SUMMARY

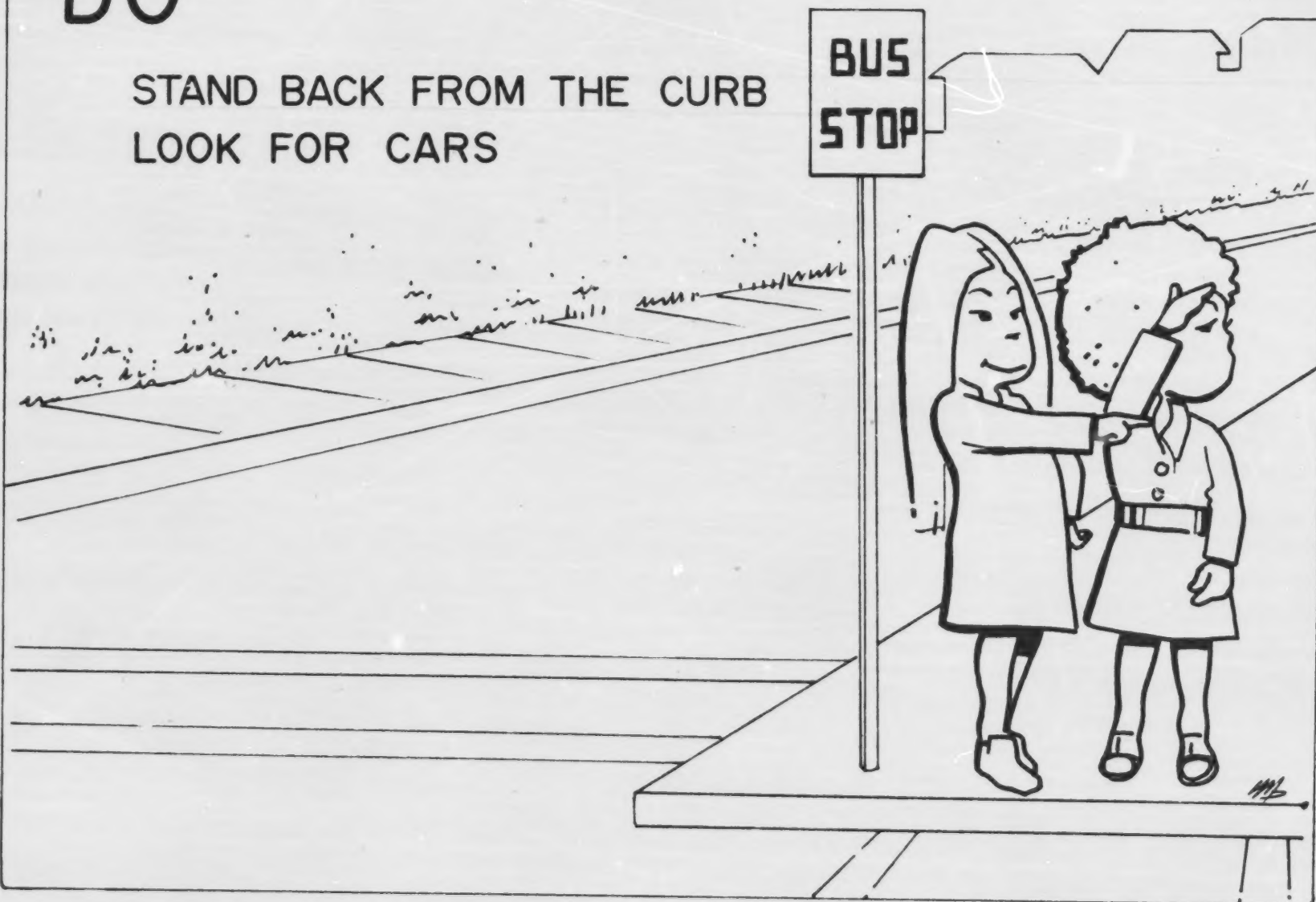
Remind students that using courteous, thoughtful pedestrian behavior not only makes people feel good, but it often helps avoid accidents. Review Key Points.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Instruct students to choose at least four examples of courteous actions from the list, and write these at the bottom of the paper. (If all four answers are correct, Nos. 2, 3, 5, and 8, the student has reached the lesson objective.) Collect the exercises, complete the assessment checklist, and give help where needed.

DO

STAND BACK FROM THE CURB
LOOK FOR CARS

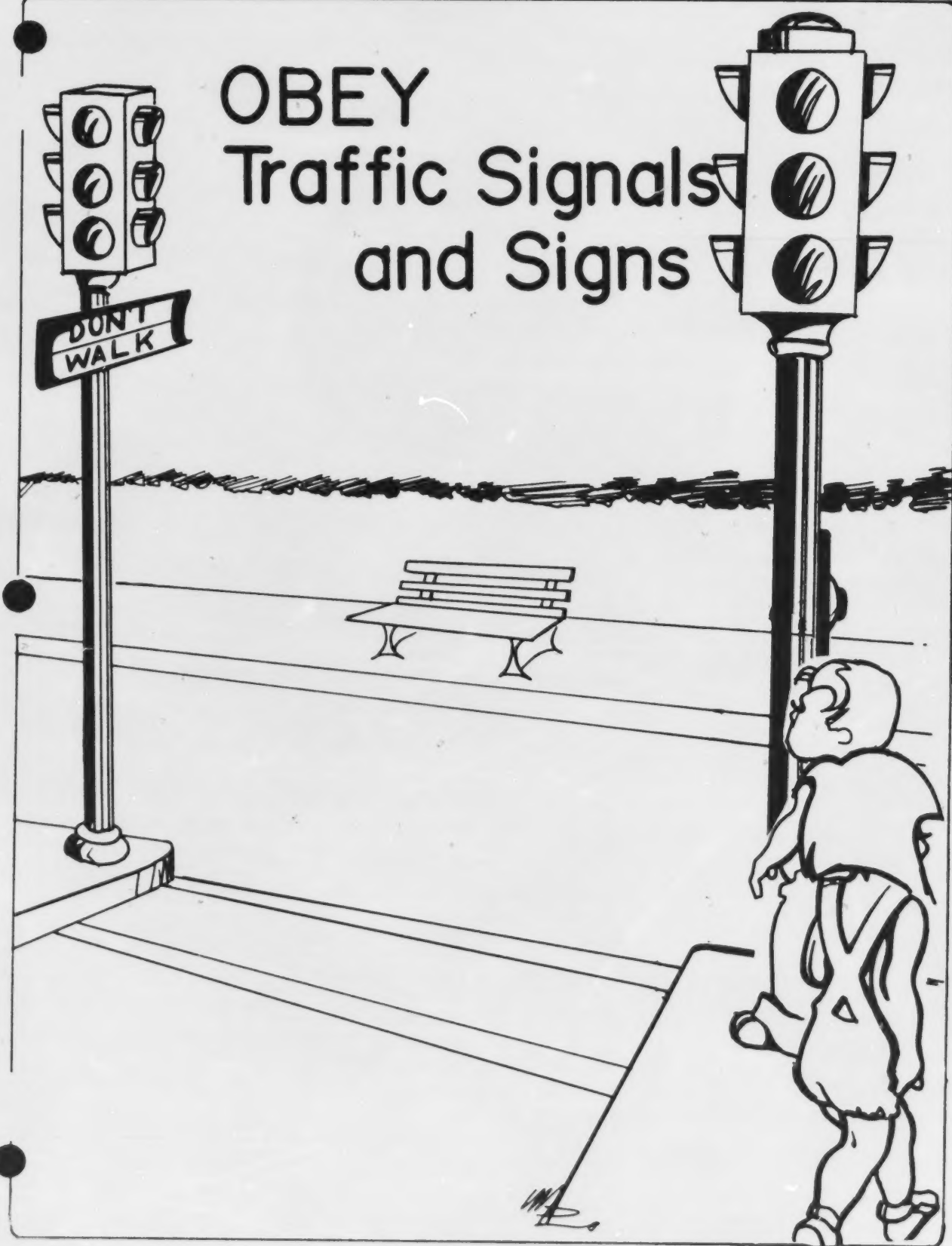




NEVER GO BETWEEN
PARKED CARS

NEVER RUN
INTO THE STREET

OBEY Traffic Signals and Signs

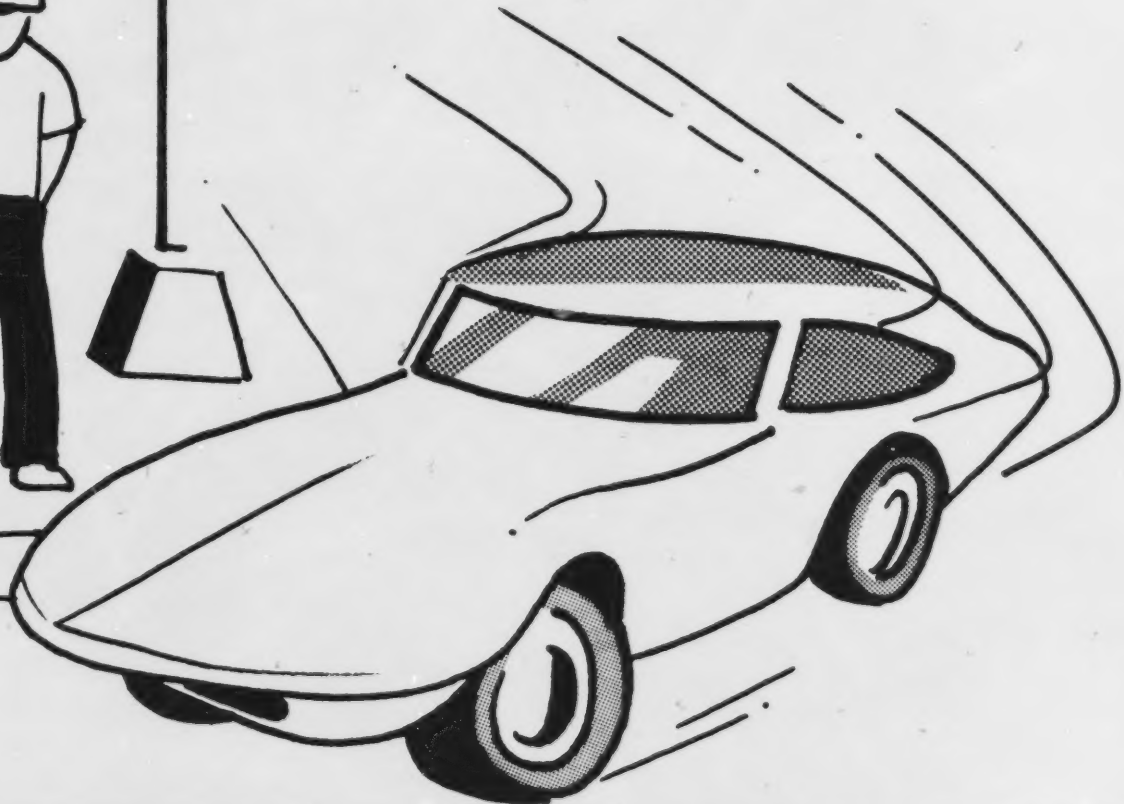


WATCH FOR TURNING CARS
LOOK AT THE DRIVERS EYES

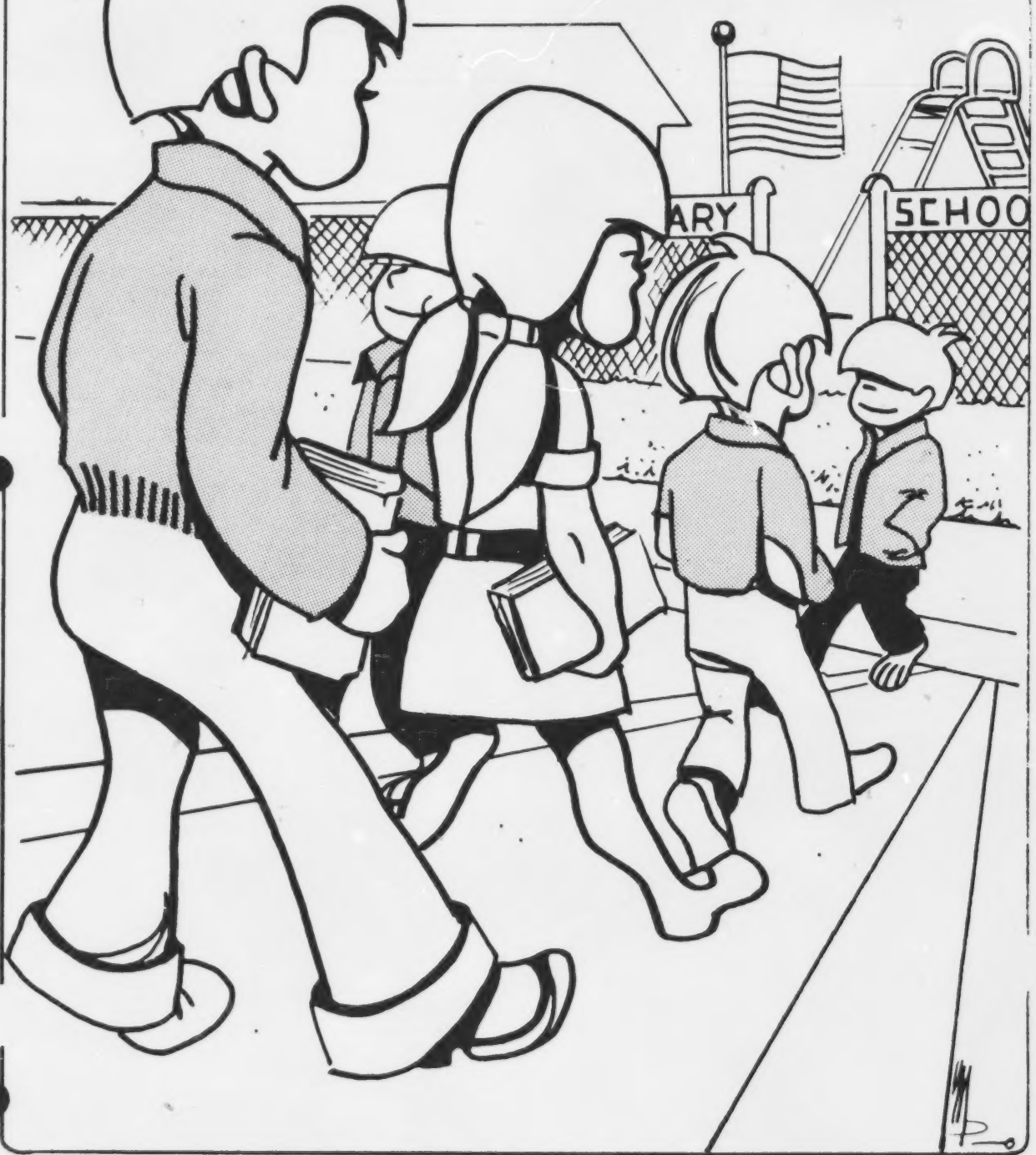


YIELD

RIGHT OF WAY



WALK ON THE RIGHT SINGLE FILE



DON'T **push!**



Choose four (4) examples of courteous actions from this list. Write the safe and courteous actions in the space at the bottom of this page.

1. There was no traffic coming, so I ran across the street while my light was red.
2. I obeyed the crossing guards.
3. I kept my toys out of the driveway.
4. I ran down the middle of the sidewalk.
5. When the light turned green, I looked at the car drivers' eyes to make sure they saw me and stopped, before I crossed.
6. I had the green light, so I ran across the street in front of the turning car.
7. I walked across the busy street in the middle of the block.
8. I walked to the right of the sidewalk and gave other people enough room to pass me easily.
9. Jim was walking in the middle of the sidewalk so I shoved him over to the side.
10. The cars drivers had to wait while I took my time crossing the street.

1. _____

2. _____

3. _____

4. _____

PEDESTRIAN SAFETY – THIRD GRADE

LESSON EIGHT

"REFUSE TO GO WITH STRANGERS"

OBJECTIVE EIGHT

Given examples or descriptions of situations involving strangers asking children to go with them, the student will describe the correct procedure to follow in each situation.

KEY POINTS

NOTE: Because of the nature of this lesson, the teacher should use her own discretion on how to use it and what should be included with adaptations relating to local conditions.

1. Students should NEVER go with a stranger or get into a stranger's car for any reason.
2. If a stranger asks you to go with him, refuse. Do the 3 "R's".
 - a. *Run.* Get away as quickly as possible.
 - b. *Remember* how the stranger looked and the color and license number of the car. (Write it down in the dirt, on a book, on a paper, anywhere.)
 - c. *Report* the incident right away, to a policeman, your parents, or your teacher or principal at school.
3. When students see other children being invited into a stranger's car, they should:
 - a. *Remember* how the stranger looked, the color and license number of the car.
 - b. *Report* it immediately.
4. Never take candy, food, or drink from a stranger.

MATERIALS NEEDED

Enough copies of "Rules Regarding Strangers" for each student. (Activity 1)

Old magazines for profiles of attractive strangers. (Activity 3)

"Situations Involving Strangers" accompanying lesson. (Activity 3 or 4 and Assessment)

The two stories and pictures accompanying this lesson. (Activities 5, 6, and 7)

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Write on the chalkboard "STRANGER means a person I do not know" and "STRANGER = DANGER."

Explain that strangers are not always bad, but some are. They may pretend to be your friend and then hurt you, so we must follow certain rules. (You may want to refer to how strange animals are sometimes dangerous. Have students ever seen a strange dog in their neighborhood? How did it act? Elicit experiences from students to show that animals can bite or scratch even though you want to be their friend.)

Give each child a copy of the "Rules Regarding Strangers." Have students take turns reading the rules and telling why they think these rules are important. Have students memorize the 3 "R's" (Run, Remember and Report). They may color this page and take it home.

2. Ask a custodian or another teacher to come into your classroom for a few minutes and talk privately with the teacher, then leave. After the person has left, have the students describe that person — height, hair, eye color, clothing, etc. Write the descriptions given on the board. Have the person return. Students can check how accurate they were.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Cut several profiles of attractive people from magazine ads to show as examples of strangers. (Or have groups of students do this.) Then set up situations involving strangers, showing the picture.

- a. You are playing at a friend's house a block from home. This lady (show picture) comes and says your mother has asked her to bring you home. You've never seen her before. What should you do? (Refuse, Run, Remember, Report.)

Have student act out going to his/her friend's mother and describing the lady in detail (hair color, etc.)

- b. You are on your way from school with a friend. It is raining. This man and lady (show picture) offer you a ride home. You don't know them? What should you do? Have student act out proper reactions.

Other "Situations Involving Strangers" are on a separate page attached to this lesson, if more are desired.

4. Read the page, "Situations Involving Strangers," having students describe or role play proper behavior relating to those situations.
5. Before reading the stories with pictures included in this lesson, show the pictures. Tell students that the man in the picture is not a friend or relative of the children. What do they think is happening in the picture?

Read the story, "Know Thy Benefactor" and/or "The Candy Man." Ask the Decision Time questions and discuss.

6. After Activity 5, students may role play the parts of the children and the man in each situation to determine the best way to behave and what action to take, OR they may develop skits of their own.
7. Following Activity 5, have students write different endings to one of the stories showing possible outcomes.
8. Teach the students the poem "Be Safe."

BE SAFE

*When I am with my parents
they watch and care for me.
But the times when they're not near
I act more carefully.
I tell my mother where I go
and when I will return.
I introduce my friends to her,
their names she likes to learn.
We play in places that are safe
and just 'til daylight stays —
We don't like empty buildings, lots,
or lonely alleyways.*

*A man may want to be your friend
and call you to his side.
He may have many gifts or treats
and offer you a ride.
Children know some men do wrong.
They sometimes play bad games.
Smart children don't accept their gifts
or give these men their names.
The way to be most careful
is to never be alone.
It's always best for children
to have a friend along.*

SUMMARY

Review the Key Points.

ASSESSMENT PROCEDURE (OPTIONAL)

Have the students write their name on a paper, then number it from 1 to 4, leaving space for a written answer.

Read four of the "Situations Involving Strangers." Be sure to include situation b. with a uniformed policeman. The students are to briefly describe what they would do in each situation on their paper.

Collect the assessment exercises and complete the assessment checklist. (Students who have answered all four questions acceptably have reached the lesson objective.) Give remedial help to those needing further instruction.

If an oral assessment is desired, or you would prefer to sample your class orally to determine how well your students achieved the lesson objective, select a random sample of one-fourth to one-third of your students from your attendance list. Use random numbers below in the order given until you have enough students. (Random numbers: 11, 20, 27, 30, 15, 14, 24, 23, 31, 32, 4) Read four situations as above.

SITUATIONS INVOLVING STRANGERS

These situations may be used with pictures of attractive strangers cut from magazines, or simply read to the students with a slight change in wording. Be sure to have students demonstrate or describe "Remember" and "Report" behavior, and also the alternatives to going with a stranger when in need of help.

- a. You are waiting for your mother to pick you up after school. This lady comes up to you and says she is a teacher at your school. You do not know her or remember seeing her. She says she will take you home. What would you do? (Discuss alternatives:—calling home, etc. also.)
- b. You and your friend are shopping, get directions mixed, and can't remember the way back home. A man in a policeman's uniform wearing a badge asks what is wrong and says he will help you. What would you do? (Only policemen on-duty wear a policeman's badge and uniform. Discuss what they might ask or tell the policeman.)
- c. You and your friend are shopping, get directions mixed, and can't remember the way back home. You ask a man if he can help you. He says he is a policeman and will take you home in his car. But he is not wearing a policeman's uniform. What would you do? (The man is still a stranger. Ask a salesclerk directions, or where you might call home, etc., but do NOT get into a stranger's car.)
- d. This man says he has some candy in his car down the block. If you will go with him to get it, he'll take you home in his car. What would you do? Would you go with him? Would you take any candy?
- e. You and your friends are playing ball. This nice-looking lady parks her car, walks over and watches your game for awhile. Then she calls you over by name, and asks if you'd like to go to the movies with her. She'll buy you some candy or popcorn, too. You'd like to see the movie. What would you do? (Be sure to discuss how the lady might know the child's name.)
- f. You are walking home from school. This woman drives up in her car, opens the door and says she is your neighbor. Something has happened at home, and your mother sent her to bring you right home. What would you do?
- g. You are playing with a friend at the neighborhood park. This man is sitting on a bench. You don't know him. He calls your first name, motions you to come over by him, and asks where you live. What would you do? (Be sure to emphasize that you do not give your address or other information to a stranger.)

A policeman in uniform should be seen as a helper or friend. Only in No. b. above is the person not to be considered a stranger.

RULES REGARDING STRANGERS

1. NEVER GO WITH A STRANGER OR GET INTO A STRANGER'S CAR FOR ANY REASON.
2. REFUSE GIFTS FROM STRANGERS.
3. DON'T ASK FOR RIDES, OR ACCEPT RIDES, FROM STRANGERS. NEVER HITCHHIKE.
4. IF A STRANGER ASKS YOU TO GO WITH HIM . . . REMEMBER

REFUSE.
RUN...away
as fast as you can.

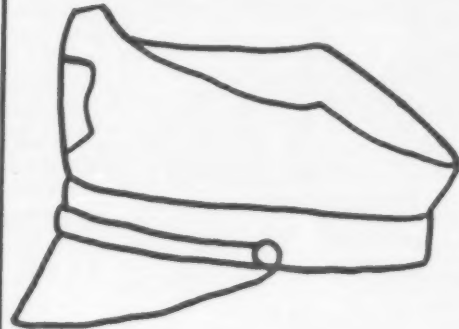


REMEMBER...how the
stranger looked and the
color and
license number of the car
(write it down).



REPORT... the
stranger to the police
as soon as possible.

Tell your parents or
an adult at school.



5. IF YOU SEE OTHER CHILDREN BEING INVITED INTO A STRANGER'S CAR, REMEMBER AND REPORT IMMEDIATELY.



KNOW THY BENEFACTOR

"Who wants a ride home?"

The car slowly passed the sidewalk filled with children huddled together as they walked trying to keep from getting wet. The rain was pouring down and most of the children were wet through and through. The books they were carrying were fairly well protected as most were hidden under coats or in plastic bags or in book bags.

"Come in kids, who wants a ride? We'll take you right home"

Some of the children paused to look at the car. They tried to identify the men, but none knew who the two men were. Steve asked Billy if he knew them, but Billy told him he didn't. Kathy looked at the warm, covered, inviting car for a moment or two, but continued walking after being prodded by Lori.

As they neared the corner, one of the men got out of the car with an umbrella. He held it over the heads of several children, and slowly a small group gathered around him. He was gesturing toward the car and several of the older children were actually moving with him under the umbrella toward the open door. He had his arm on the shoulder of one of the boys and was talking to one of the girls standing next to him.

IT'S DECISION TIME

1. What should the children do?
2. What would you do if you were in their place?
3. When do you know you can trust someone? - Not trust someone?
4. How should this situation always be handled?



THE CANDY MAN

THE CANDY MAN

As Jerry was walking home from school, he saw two of his friends, Kenny and Nicky talking excitedly to a man standing next to a red car.

Since he was as curious as the next guy, Jerry found himself coming closer to this small group. The man was of medium height, fairly young, dressed in today's style, and good looking in his appearance. He had two chocolate bars in his hand; he had given Kenny and Nicky one each and they looked as if they wanted more.

"I'll tell you what," the man was saying. "You come with me, help me deliver the rest of my candy, and I'll have you home in half an hour."

"But I've got to tell my mother," Nicky said. And Kenny nodded his head in agreement.

"Well, I see you are both responsible boys. I'll take you home first, and then we'll go to work."

At that moment Jerry walked into the group. "What's going on?" he asked.

"Paul, that's his name, wants us to help him deliver some candy," Nicky said.

Kenny said, "Yeah! and we'll get one whole box each for ourselves."

"Shouldn't you tell your mom, first?" Jerry asked.

"Sure, Paul will drive us home, and then we'll go with him," Kenny volunteered.

"Want to come too?" Nicky asked Jerry.

"Gee, it sounds great," Jerry said.

IT'S DECISION TIME

1. Should the boys go with Paul?
2. What would you do in a situation like this?
3. What are some possible outcomes?
4. Why would you trust Paul?
5. Why wouldn't you trust Paul?
6. How would you handle this situation?
7. Do the boys owe it to Paul to go with him?

PEDESTRIAN SAFETY – THIRD GRADE

LESSON NINE

"EMERGENCY! – WHAT DO WE DO?"

OBJECTIVE NINE

Given a verbal description of an emergency situation, the student will demonstrate or describe proper emergency procedures.

KEY POINTS

1. Knowing emergency numbers and procedures is essential in acting calmly in an emergency.
 - a. Students should *KNOW* their full address, phone number, and their father's or mother's exact place of business. Emergency numbers should be listed in a place known to the student.
 - b. Students must learn what to do (and what not to do) in case of emergency. That is, finding the correct number to call, giving name, address, nature of the emergency, and any other information asked for.
2. Practicing what to do in case of emergency decreases the likelihood of panic and inappropriate action.
3. Calling the police or fire department is *very* serious. Children should not call except in case of emergency.

MATERIALS NEEDED

A toy telephone. (Activity 2)

Make ditto copies of the list the class has compiled to send home with each child. (Activity 3)

Enough copies of the "letter to parents" for each child to take home. (Activity 4)

Enough copies of the information card (four are on master) for each student. (Activity 5)

Drawing paper, pencils, crayons. (Activities 6 and 7)

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Begin discussion of proper actions in an emergency by asking questions like the following:

When we have a fire drill, what are some of the things we do? (We walk out of the building single file and quickly, leaving books, clothing, and other personal items. Stand away from the building.)

If there were a fire in our classroom, what would we do? (List on board, then go back and number 1, 2, 3, in sequence. NOTE: also refer to fire drill procedures of your school and the evacuation instruction poster in your classroom.)

In case of fire we get pretty excited. What might happen if some students or teachers panic? How might they act? Why is it important to practice what we would do if there were a fire?

Lead into discussion of what students would do in a fire emergency situation at home.

What if you are at home and you see a fire in your bedroom, your hall, your kitchen? What should you do — If an older person is there? (Tell adult right away.) If you are alone? (Get out, run to neighbor or nearest phone, call fire department, wait away from the house.) If no older person is there? (Get everyone out of the house, run to neighbor or nearest phone, call fire department, wait away from the house.)

Why is it a good idea to have two ways to get outside from each room in the house? Why is it a good idea to have a meeting place picked ahead of time, like the neighbor's house? (To be sure everyone is out.) Why do we leave coats, toys, and other things behind? What might happen if someone got excited and ran back into a burning house?

NOTE: Stress that calling the police and fire department is very serious, and children should not call except in case of emergency.

Explain, if necessary, that fire needs air like we do, and people often can't breathe where something is burning in a closed place. People suffocate because the fire uses all the oxygen, and they can't breathe. *That's why children must never hide under beds or in closets or corners in a burning building, but must get outside quickly.*

2. Have several children take turns acting out how to behave in an emergency situation. Use a toy telephone. Emphasize importance of knowing emergency numbers and procedures.

Example: A fire has started in the bedroom. You and your little sister are home alone. Act out what you must do. (Take your sister and leave the house quickly. Go to a neighbor's house or the nearest phone. Find the correct number. Call, and give the necessary information. Wait away from the house.)

Have students take turns answering the calls being the fireman, policeman, doctor, etc., and asking for information: full name, address, telephone number, nature of emergency, parents' name, etc. Ask students: What if you don't have the right number? What must be planned ahead of time? (Exits, a list of emergency numbers, etc.)

Repeat this role playing procedure with variations, having the children practice procedures and giving information. Some possible emergency situations for role playing are:

- a. Someone is hurt by your house.
- b. A little boy is lost.
- c. You see smoke coming from under the closet door in your little sister's room. (Find your little sister!)
- d. You get up at night. When you touch the bedroom door handle, it is hot and you smell smoke. (Stress use of alternate fire routes, the importance of time, waking other family members, getting out quickly, etc.)
- e. In front of your house your friend got into a car with a man who is a stranger to both of you. The man promised him some candy. What should you do? (Tell adult, note license number, call police, etc.)

You may want to omit situations "d" and "e" which involve more detail. More situations are presented in the assessment exercise.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Have students compile a chart of necessary emergency phone numbers. A ditto sheet of people to notify in case of emergency may be made and sent home with the child to fill out and post. The "letter to parents" included with this lesson should then be modified, and sent with the list.
4. Send the "letter to parents" home with each child. Encourage the children to ask their parents to help them make a list of emergency numbers. Note the number of returned replies and what has been done. If necessary, repeat this lesson later in the year.
5. Have students fill out an information card for their billfold or purse. Use colored paper. (Master included with lesson.)
6. Have students draw a picture of a telephone and under it write their name, address, telephone number, parents' name and parents' employer (necessary identification information).
7. Have children draw pictures of policemen, firemen, or doctors helping people in an emergency. (Examples: Two policemen carrying a man on a stretcher. A fireman spraying a fire with the fire hose, carrying someone down the ladder. A doctor with a stethoscope, etc.)

SUMMARY

Have several students give the necessary information they should know about themselves. Then ask one or two to demonstrate how they would give emergency information over the phone. The teacher acts as the answering fireman, policeman, etc.

ASSESSMENT PROCEDURE (OPTIONAL)

Relate to each child one or two of the following descriptions of an emergency situation. Have the child demonstrate or describe what he would do in each situation. No adult is home in each situation.

- a. Your younger brother (or sister) falls down and hurts his head. He is bleeding. No one is home except you and him. What would you do?
- b. A little boy comes to your house and says he is lost. His name is Donny and he is visiting his uncle, but he doesn't know his uncle's name. What do you do?
- c. You are home alone with your little sister (or brother). You smell smoke. You go into your sister's room and see smoke coming from under her closet door. What do you do?
- d. You are outside playing. A lady stops her car in front of your house and raises the hood to see the motor. Flames shoot up from her engine. What do you do?
- e. Your younger brother falls on the sidewalk outside. When he tries to get up, he says he can't step on his foot; it hurts too much. He is crying. What do you do?

If the student uses proper actions by calling a correct number for assistance and giving essential information, the lesson objective has been reached. Complete the assessment checklist, giving remedial help where needed.

Dear Parents,

Your child has been learning what to do in case of an emergency. He needs to know his address, telephone number, and his parent's name and place of work or telephone number. It is a good idea to put the list of emergency numbers near the phone. If you have no phone, a list put in a particular place is still important. Numbers should include:

POLICE DEPT.

FATHER'S EMPLOYER

FIRE DEPT.

MOTHER'S EMPLOYER

DOCTOR

NEIGHBOR

HOSPITAL

If you do not presently have a list of emergency numbers, please help your child make one. Holding the button down on the telephone have your child practice dialing the number of the fire department, then the police department. Have your children give the necessary information: name, address, telephone number, parent's name, etc.

Stress to your child that calling the police or fire department is very serious and should not be done except in case of emergency.

In case of fire, it is good to have an emergency exit plan including at least two routes outside from each room and a pre-arranged meeting place. Lives have been lost because of someone reentering a burning building to rescue a person already out and safe. An even better safety practice is to have a home fire drill with the family. Stress getting out quickly and leaving things behind, then going to a neighbor's home to phone, and staying away from the burning building. Both adults and children are less likely to panic in an emergency if they know what to do, and especially if they have practiced emergency procedures.

We hope this information will be of help to you and your family. Please fill in the information at the bottom of the page and send it to school with your child within 2 days.

Put an "X" by the appropriate statements and return.

- ☐ 1. My child and I made a list of emergency numbers to put near the phone.
- ☐ 2. We have a list of emergency numbers near the phone.
- ☐ 3. We planned at least two exits from each room to use in case of a fire.
- ☐ 4. We have practiced a home emergency fire drill within the last 6 months.

Signed _____

IDENTIFICATION CARD

NAME _____

ADDRESS _____

PHONE NO. _____

PARENTS' NAME _____

EMERGENCY PHONE NO. _____

IDENTIFICATION CARD

NAME _____

ADDRESS _____

PHONE NO. _____

PARENTS' NAME _____

EMERGENCY PHONE NO. _____

IDENTIFICATION CARD

NAME _____

ADDRESS _____

PHONE NO. _____

PARENTS' NAME _____

EMERGENCY PHONE NO. _____

IDENTIFICATION CARD

NAME _____

ADDRESS _____

PHONE NO. _____

PARENTS' NAME _____

EMERGENCY PHONE NO. _____